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# The Junior-Executive Trainee Program in Yakima and How the Junior College Can Help Prepare Candidates

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THE JUNIOR-EXECUTIVE TRAINEE PROGRAM IN YAKIMA AND HOW  
THE JUNIOR COLLEGE CAN HELP PREPARE CANDIDATES

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A Thesis

Presented to

the Graduate Faculty

Central Washington College of Education

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

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by

David Schoessler

August 1960

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Central Washington College

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## CHAPTER I

### THE PROBLEM, PURPOSE, AND DEFINITION OF TERMS

There is at the present time much disagreement among educators as to the place in the school curriculum of a trainee development program for junior-executives in business occupations. Some schools have had excellent success with such a program while others have experienced disappointing results. Whatever the experiences of schools and school administrators in the past, we must face realistically the pressing needs of an increasing technological society. The impact of the urgency to provide the skill and the transition between school and the job is upon us. The keynote of our time is "speed and efficiency," and as far as the eye can see there loom before us symbols of greater speed to come.

#### I. THE PROBLEM

Statement of the problem. This study was an outgrowth of the discussions on terminal and vocational education among faculty on the junior college level. Not only in faculty meetings do teachers weigh the pros and cons of terminal and vocational education, they discuss the problem at any gathering when the school curriculum in terms of meeting the needs of today's junior college student is considered. Many times the impression is cast that terminal and vocational training have no place in the junior college curriculum. It is not

the intention among instructors to strike out the need for terminal and vocational education courses in the curriculum. There is confusion and frustration in their minds, however, with respect to handling the administrative and teaching problem the terminal and vocationally-minded student presents when grouped with the four-year college-minded student in the same course and classroom.

A difference of opinion exists among faculty on the junior college level as to whether there is a place in the Business Education department curriculum for specific emphasis of instruction and training for junior-executive positions in business occupations. Most opinions expressed by the faculty is theoretical. No specific study of existing needs has been made. This study will attempt to make available sufficient facts for an objective evaluation of the business education curriculum for the needs of a student desiring to become a candidate for a junior-executive position with a business firm in Yakima.

Importance of the study. Whenever the learning objectives of the student and the objectives of the school with respect to making provision for adequate preparation for all students are not clearly defined, lower quality instruction and teacher-discouragement results. Frequently, vocational and terminal courses are referred to by students and faculty as "lower standard" courses because often the



credits earned are not transferable to four-year colleges. This results in poor enrollment in vocational classes; it is ego-damaging to the average student to feel that he is enrolled in a "lower standard" course, even though a vocational or terminal course might better meet his needs.

With swelling enrollments forecast for junior colleges within the next five to ten years and with ever-increasing demands on junior colleges to assume a larger responsibility in training the transfer student because such is academically feasible and economically practical, what course shall the junior colleges take to meet the needs of the students and communities? Particularly, what shall be the curriculum for the vocationally-minded junior college student in Yakima?

Henry W. Littlefield, vice-president of the University of Bridgeport, Connecticut, has this to say about the role of the junior colleges in his state:

By 1970, six community colleges in Connecticut will have a capacity for nearly 12,000 full-time students, which is more than 50 per cent of the enrollment in 1957-1958 in all 30 institutions of higher learning in the state. These same institutions will have an additional capacity for 22,500 part-time students, which makes a grand total of 34,500 or the equivalent of 75 per cent of the present combined full- and part-time enrollment of all Connecticut institutions of higher learning. If the need is present, these six institutions located strategically around the state are in a position to absorb about one-third of the anticipated increase expected by 1970 (12:81).

If the choice were required between preserving quality and expanding enrollments, quality should be preferred because it would do neither individuals nor the nation any good to masquerade mass production of mediocrity under the guise of higher education. However, the choice between quality and quantity is not necessary. The nation needs more of both, and it can have both.

At this point, then, the true scope of the junior college can be discerned. First, it must offer a wide variety of thoughtfully planned curriculums, theoretical and practical, transfer and terminal, general and specific, designed to serve individuals of fine abilities, and thus to serve society. Second, the junior college must provide guidance services which will assist the student to know himself, to know the educational opportunities available, and to know the needs of employers so that he may choose wisely from the wealth of opportunity provided. Third, it must emphasize continually a courageous, imaginative, and experimental attitude toward teaching; it must continually search for better ways of imparting knowledge and influencing attitudes for students of many abilities, temperaments, and ambitions. Thereafter, having developed the programs, having helped the student to choose wisely from among them, and having taught them exceptionally well, the junior college will insist on high standards of student achievement--

achievement of ends defined by the nature of the curriculum pursued, sensible and meaningful to the student himself.

A teacher too often fails to give instruction on the level of the student's abilities and interests. The instructor in a junior college must adopt a more realistic view of his task; he must determine the present status of the student's skill or knowledge. James W. Thornton, Professor of Education, San Jose State College, writing for the Junior College Journal, comments on the curriculum development in his state:

The junior college must be willing to teach what the student needs and what society needs to have him learn. The course outline is determined not solely by the list of chapters in the textbook. Rather, the instructor should omit some portions of the field of study in order to concentrate on depth, scope, quality, and utility in those portions which are worthy of inclusion in the lower division course (22:500).

Supplementary reasons for making the study. (1). At present, vocational business training offered throughout the state is concentrated on two levels. One is the high school cooperative part-time program, where instruction is pointed primarily to the employee-salesperson level--that is, retail store training with emphases on selling approaches and techniques, display, advertising make-up, inventory control, and personality development. The other, and much larger area, is conducted through the evening school extension program. Levels of training in the evening program include the small-

business owner-manager level, the mid-management level, the employee-salesperson level for upgrading purposes, and long-term technical courses for professionals in the fields of insurance, real estate, business law, accounting, credit management, etc. The junior college is especially adaptable for a cooperative part-time manager-trainee type program.

(2). Currently, many junior college curricula are concentrated upon transfer programs; however, only one-third of the students enrolled in junior colleges subsequently transfer to senior institutions. At Yakima Valley Junior College 136 students were graduated in June, 1960, from a fall enrollment of 930.

(3). Distributive occupations, according to the 1950 Federal Census, rank third in the number of persons employed in the United States. With the advent of improved techniques of distribution and increased competition, larger numbers of better trained employees, able to shoulder positions of larger responsibility, will be in greater demand.

(4). Increased enrollments in junior colleges of the state will require that expanded program offerings meet the growing business management needs in the business field.

(5). Most of the smaller firms and individual proprietors have neither the facilities nor the time to present necessary training to prepare employees for the more responsible positions. Most small firms cannot afford the extra expense.

(6). Many of the junior colleges of the state offering vocational business training on a cooperative basis are planning to expand their offering but lack the necessary information concerning programs and procedures for their development.

(7). Programs of cooperative distributive and business management education beyond high school are accomplished with success in other areas of the nation. Schools in Colorado, Nebraska, Missouri, Mississippi, Connecticut, Minnesota, Texas, Florida, and California have placed major emphasis on distributive and business management education training.

This year, W. T. Grant & Company department store in Yakima felt this program to be of sufficient importance to underwrite at least part of the expense of a Yakima Junior College student to the Kansas City National Distributive Education Convention for participation in plans for a cooperative program based on the junior college level. There is reason to believe that similar programs could be successful in this state.

## II. THE PURPOSE OF THE STUDY

It was the purpose of this study to (1) determine how extensively the junior-executive trainee program is employed by Yakima business firms; (2) to determine the positions junior-executive trainees fill within the employing firm; and

(3) to determine what basic educational background should be supplied by the junior college to prepare students for the junior-executive trainee program in Yakima.

Some specific objectives of this study. (1) To discover and report the number of firms in the city of Yakima presently operating a trainee-program within their business that would be comparable to the business training received on a junior college level. (2) To discover and report the background courses of study desired or felt necessary for the completion of a successful trainee program. (3) To discover and report the number of different positions business firms in Yakima are interested in opening to trainee programs. (4) To discover and report the hiring policies of Yakima business firms with respect to giving preference to high school, junior college, four-year college graduates, and experience-trained personnel. (5) To discover and report the age level the Yakima business firms consider for a junior-executive trainee position. (6) And finally, to discover and report the length of the training period before an applicant can advance to a higher position.

Some general objectives in undertaking this study. (1) To discover and report successful programs offered by junior colleges and other institutions which may be used with local adaptations by the junior colleges of this state to

their own advantage. (2) To make an inquiry of the terminal education courses and programs currently offered in the junior colleges of this state. (3) To make a study of the need for terminal education programs on the manager-trainee and small business-manager level, using the immediate Yakima area as a case study.

### III. SOURCES OF DATA AND METHODS OF PROCEDURE

The data on the junior-executive trainee program were secured from top executives of Yakima business firms. An interview schedule was prepared (a copy is duplicated in Appendix E) and all questions were asked and the terms defined as nearly alike as possible. Of 100 firms, 98 responded to the interview schedule. Whenever possible, a copy of the existing trainee program was secured, or, where a specific outline of the executive-trainee program did not exist, a general review of the program was given by the top executive to the interviewer. After each interview, special notes were taken on comments of pertinent value to the trainee program. All information received through the interview was immediately tabulated for this study.

An intensive search was made of all available literature dealing with terminal and management education programs on the junior college level. The catalogs of all junior colleges of the state were reviewed and studied.

Considerable information was secured from the State Department of Distributive Education on the mid-management level of the junior colleges of the state.

Table I clearly points out the fact that 78.6 per cent of the total dollar volume of business transacted in the City of Yakima in 1948 was in the combined wholesale, retail, and service categories. The service category did not include banks, insurance companies, and other financial institutions. The remaining 23.2 per cent of the total volume of business transacted in Yakima was in the combined categories of manufacturing and processing.

Table II illustrates additional facts in the number of firms reporting in each category. Again, in the combined wholesale, retail, and service categories, a total of 745 firms reported, or 75.2 per cent of all reporting firms in the study. The remaining 24.8 per cent of the firms reporting were in the combined manufacturing and food processing firms.

On page 12 are listed the categories sampled in the present study and the number of business firms selected in each category. Sixty per cent of the business firms selected are in the combined wholesale and retail category; 24 per cent of the firms are taken from the combined service and financial categories; the remaining 16 per cent represent manufacturing and processing business firms. The



combined retailing, wholesaling, and service categories, including financial firms in the present study, represent 84 per cent of all firms selected. It can be concluded that adequate representation of all categories was fairly met.

Limitations of the study. This business firm survey as to the effective employment of the junior-executive trainee program was confined to distributive, personal service, and small manufacturing and processing firms operating within the immediate limits of Yakima, Washington. The business establishments in this prescribed area consist primarily of retail and wholesale distributive operations, and to that extent the results obtained in this survey have limited applications in other areas of the state.

Furthermore, a limitation was placed on the size of the firms selected. The Washington State Employment Security Office provided the list of firm names that employ twenty-one or more employees during a single year. From this list of names, one hundred firms were selected. A stratified sampling method was used to make certain that the representation in each category of business operation was adequately met.

When we employ the method of sampling called "stratified sampling," the population is first subdivided into a finite number of strata. From each stratum we select a predetermined number of samples (1:163).

A listing of the categories and number of businesses sampled in the Yakima area follows:

<u>Category</u>	<u>Number of businesses sampled in the Yakima area</u>
Automotive dealers & accessory stores	7
Automotive (repairs & storage)	2
Accounting	4
Advertising	3
Chemical firms	3
Communications	4
Eating & drinking	2
Financial (banks & insurance)	10
Food stores	6
Furniture	3
Gasoline service companies	6
General merchandise & variety (dept. stores)	13
Hotels	2
Drug stores	3
Lumber and building	4
Manufacturing	5
Miscellaneous (apparel & specialty)	6
Processing (food)	5
Transportation	4
Wholesale (food and general)	8
	<hr/>
Total	100

As a further guide in selecting the business firms, a study made in 1948 by the University of Washington Business Administration Department (which used a similar approach) was followed, except that the present study limited the business firms in size, in categories listed, and to City of Yakima (20:144).

Table II gives detailed information of the 1948 University of Washington Yakima survey.

The City of Yakima contained 61 per cent of the firms covered in the valley survey and represented 62 per cent of those responding. The balance was distributed between the cities of the lower valley. From the 991 firms contacted in Yakima, information was obtained from 83 per cent. Table I gives the dollar volume by type of operation, including the sales volume per cent of the total.

To obtain information for the City of Yakima, it was necessary to have complete coverage of all firms. As funds available for the study were limited, the use of field interviewers for total coverage was not possible. Therefore, the business firms in the area were circularized by mailed schedules. Those who did not respond were later visited by members of the Bureau staff. To assure accuracy in reporting, all figures given by individual firms were held in confidence.

#### IV. DEFINITION OF TERMS

Distributive education. This refers in a general sense to a program of education offering training in selling, marketing, and merchandising of goods and services for the purpose of upgrading employees, including managers and owners, engaged in distributive occupations. This study concerned itself only with the manager-trainee and small business-manager level.

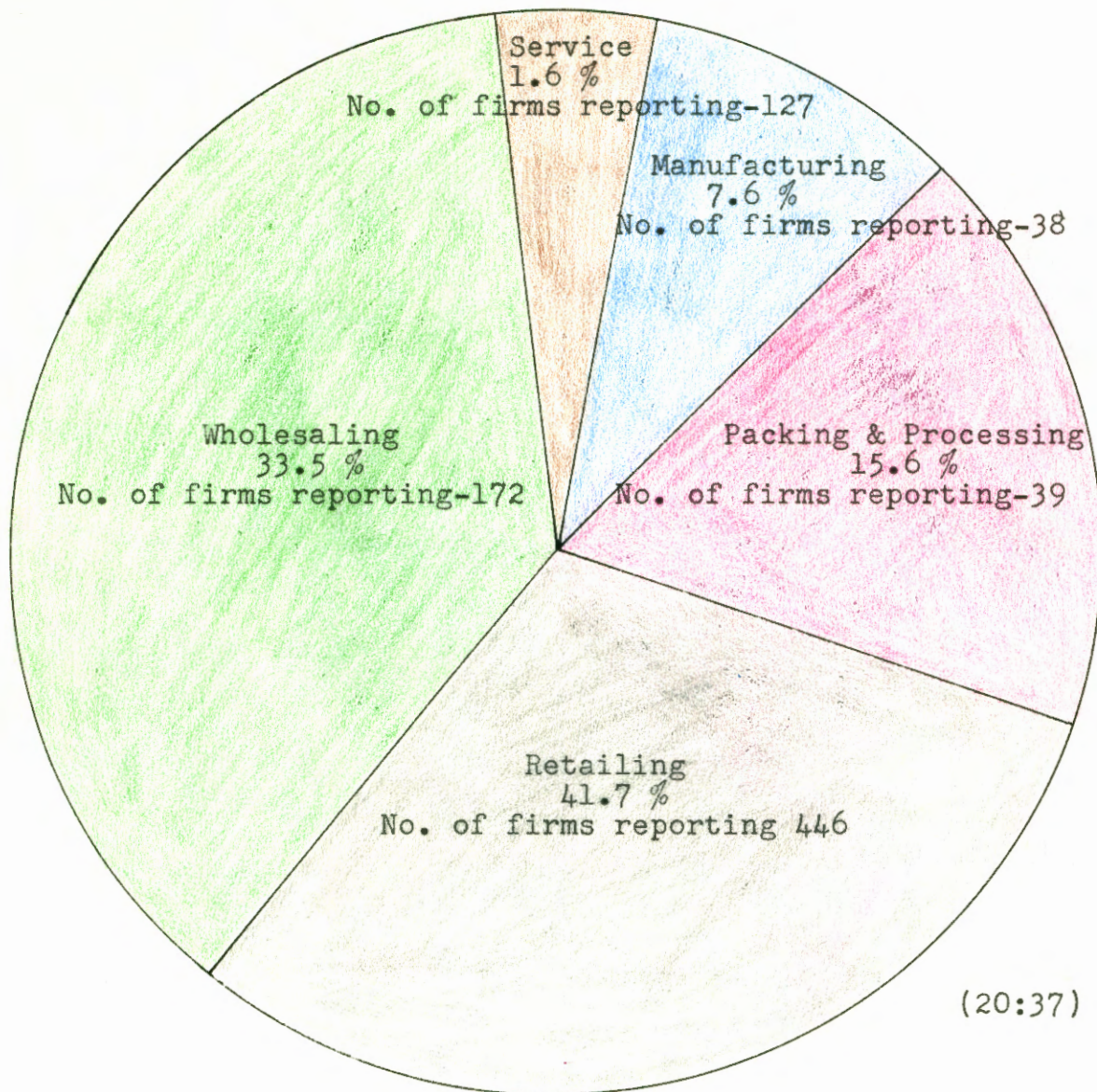
TABLE I  
ESTIMATED TOTAL DOLLAR VOLUME BY  
MAJOR TYPE OF OPERATION  
YAKIMA, 1948

Type of Operation	Dollar Volume	Per cent of total
Wholesaling	\$ 73,042,362	33.5
Retailing	91,188,125	41.7
Packing and processing	34,179,115	15.6
Manufacturing	16,648,761	7.6
Service	3,547,151	1.6
Total	\$ 218,605,514	100.0

The survey originated in a request from the Yakima Chamber of Commerce for assistance in finding facts about the city. Nathaneal H. Engle, University of Washington, was the director of the survey.

TABLE II  
TOTAL DOLLAR VOLUME BY MAJOR TYPE OF INDUSTRY

1948



Manager-trainee. A general term, this is applied to any employee in training to direct the operations of a retail or wholesale trade establishment and be responsible for its success. Such employees are commonly known as Sales Supervisors, Junior-Executives, Manager-trainee, Buyers, Department Heads, Advertising Managers, Display Managers, and Assistant Managers.

Terminal program. This is a program of study giving specific training along vocational lines for students in selected occupations; it may include related courses of study or knowledge, understandings, and skills which contribute to a satisfying and useful employment.

Work-training. This refers to employment undertaken by the student while attending school, as a part of the requirements of a school course, and designed to provide planned experiences in the chosen occupation and supervised by the instructor-coordinator and the employer.

Terminal education. This is a complete training given to students who will finish their period of formal education in the junior college. This training, commonly referred to as terminal education, should be designed to achieve occupational competence, civic competence, and personal adequacy.

Adult education. This is a cooperative program with other educational institutions and local professional and technical personnel to provide instruction for the needs of adults living in the area.

Vocational education. This is instruction or training in an occupation or course of study for which one is specially fitted.

Transfer students. These are students who attend the first two years in a junior college to complete courses of study required of them in specific major fields in senior institutions.

Terminal students. These are students who will finish their period of formal education in the junior college.

## CHAPTER II

### REVIEW OF THE LITERATURE

Many training programs are offered by schools and industry to develop executives in business management. Some of the programs are specifically in the distributive occupations, clerical and office secretarial, and others of a broader nature designed to equip the junior-executive with the necessary background to handle responsible positions in business leadership. Business establishments are seeking qualified young people to fill the positions in selling, advertising, display, merchandising, and other areas; however, specific skills are necessary to qualify. The same is true in the area of business management.

There is little time today for the busy executive to devote much time to the training of employees for specific skills. It is estimated by most businesses that it requires at least six months to train a clerk in routine operations before he is profitable to the business. Therefore, many businesses have found it necessary to establish a separate training department for present employees who possess potential management qualities. This is an added expense that many of the smaller firms cannot afford. They rely on the schools to provide the training and resource for prospective replacements and additions to their staff.



## I. STATISTICAL IMPLICATIONS

It is the concern of the United States Labor Department to help guide young workers into areas of employment. Each year it becomes more difficult for eighteen and nineteen-year-old job seekers to find employment. It is especially difficult for the youngsters who "drop out of school" and fail to finish high school. The girls do better because they have taken typing, but something similar should be done for the boys. Seymour Wolfbein, chief manpower expert of the Labor Department, says:

Students ought to learn a marketable skill. Between now and 1970 the economy will have to absorb some 26 million young job-hunters. What has happened this year is primarily the story of war-time babies . . . and it is only a sneak preview of things to come (27:87).

Further indications of things to come may be observed from the forty-first international NOMA Conference (National Office Management Association) held in Montreal, Canada, May 22-26, 1960. Mrs. A. J. Wickens, economic advisor to the Secretary of Labor, U. S. Department of Labor, reports on planning personnel requirements:

During 1960 to 1970, the total labor force in the United States will rise by  $13\frac{1}{2}$  million people. This represents almost a twenty per cent increase over today's total of  $73\frac{1}{2}$  million in the United States labor force. During the next ten years approximately  $15\frac{1}{2}$  million of the present workers will withdraw from the market but some 26 million young men and women will enter (26:67).

Modern management tries to make informed decisions, and it is necessary for management to make many more decisions than the manager of the past. It forecasts future events by using the most reliable economic techniques available instead of merely guessing about future conditions. The current concept of human relations hardly existed in businesses of twenty or thirty years ago. To remain competitive in a dynamic industrial structure and to do it harmoniously, it is necessary for management to have personnel that will respond to fast moving decisions.

Management uses psychological knowledge to formulate personnel policy, technical services to help keep customers satisfied, market research to gauge new needs, and research and development to plan and prepare for expansion.

More and more effective tools are increasing the "technology" of the business employee at an astonishing rate. Skills learned today may be obsolete tomorrow. It becomes more necessary daily to develop better and more comprehensive training centers to prepare the labor force of tomorrow. The employee of today has to become a better qualified man or woman and a broader all-around person than he was last year or a few years earlier. He has new techniques to learn, new problems to face, new responsibilities to handle, new and broader perspectives to establish. He has forced a certain amount of proficiency on his employer, as Herbert H.

Lank of Dupont Corporation reports:

People who work for the present day executive have forced a growth in the manager's abilities, too. They no longer are a corps of workers, but a staff of specialists whose work must be integrated into a meaningful whole. As such, they present a whole series of human and professional problems which the manager must solve if the business is to continue to function smoothly and efficiently (11:66).

Junior executives are in demand today, and executives in the middle age group are harder to get. It is estimated that the future employee, during the next decade, will of necessity have to come from those age groups that are below 25 years or older than 45 years. An analysis of the ages of the working population of the United States during the two base years, 1960 and 1970, indicates these facts.

Older workers over 45 will increase by 5.5 million, or 20 per cent. In the age range 25-34 there will be a small increase of only 1.8 million, or 12 per cent. There will be an absolute decrease in the number of workers in the 35-44 age bracket. There was very little increase in the number of young people under 25 years of age, and virtually no increase in the 25-34 years age group (24:18).

This analysis might explain why there has been piracy among various business organizations for top executives. They are not coming along in the lower age brackets to take care of the retirements and replacements. It explains, too, some of the scramble for college graduates. The ranks of those born in the 1930's are very small. In that decade only nine million people were born in the United States (24:18).

The sharpest increase in the number of young people coming into the labor force will represent almost one-half of the total increase in the United States job market during the next ten years, and of these a large part will be mature women whose children are of school age.

It can be concluded from the above facts that a tremendous influx of new and inexperienced workers will be available in 1960 to 1970. This can lead to further deductions. First, there will be a high rate of turnover. This is characteristic of young workers and of women workers as a group, in comparison with men in their middle years. Everything possible will have to be done by the schools and business firms to keep this turnover down. Second, it will be important as a personnel policy to hold on to young men and women who are 20 to 30 years old now. These are the babies of the 1930's. These people need to be given a chance to grow and develop into executive positions. They will not be easy to replace. Advertisements for workers such as this will get few answers in 1965: "Wanted - Ambitious, experienced, young men for sales manager, 30-35 years old, no other need apply." Here, clearly then, emerges the problem that concerns us. How can we better train youth and adults to fill the needs of business establishments?

## II. MANAGEMENT'S RESPONSIBILITY IN JUNIOR-EXECUTIVE TRAINING PROGRAMS

Perhaps the most difficult task that modern business has to perform today is to create an image of what the business aims to become. To do this it must build a junior-executive corps that represents in thought and purpose the aims of the parent organization. This means teaching and training its upcoming executives, extensively and intensively, to get balanced development.

Scott, Clothier, Mathewson, and Spriegel, in their book entitled Personnel Management, summarize the objectives of business in executive development as follows:

The task of management is to make every worker-in-his-work unit as effective as possible. To achieve this, three different angles, or elements, of the worker-in-his-work unit must be given due consideration. (1) Capacities--referring to those abilities, to those attainments, inherited or acquired, that a worker has, is capable of, and must, to a certain degree at least, exercise in his work. (2) Interests--not only an individual's desires and ambitions, but also his instinctive, impulsive tendencies, vague yearning, and ill-defined cravings that may or may not stir him to his fullest action in performing his duties. (3) Opportunities--not only opportunities for advancement, although that is included, but opportunities to exercise his capacities and satisfy his interests (19:12).

It is essential that a sound executive development program be constructed around some specific as well as some general concepts. In adopting a well-organized plan of growth for its executives, management will find that the

hit-or-miss policy, so common to many companies, has been replaced by an orderly, well-planned, and constructive technique of team building. Effective administration of the development program by the top executives precedes success by the junior-executives. Many local distributive and service business firms in Yakima are following such planning.

First, no program will work unless top management is fully behind it. The responsibility cannot be shifted to a few. All executives in a business must participate; full cooperation must be had by all. This provides for unity of purpose in developing the aims of the business for the future.

Second, the program must be "made to order" for the particular company. This has been a significant observation made during the interviews conducted in the study. No standardized program of training could be found even among department stores because each store has a characteristic of its own and a clientele that differs.

Third, the program must be specific for each candidate; it must meet his needs and his position requirements. There are, nevertheless, certain basic and fundamental requirements for all.

Fourth, selection of candidates must have careful and painstaking thought behind it. Just as the school

screens and gives tests for vocational and professional guidance to its students, likewise it is the responsibility of the business to fit the trainee to his position responsibility. Not an easy task, many times this requires some promotion and selling on the part of top executives.

In most companies, young trainees and experienced employees at all levels need to be informed and convinced before they can see the values of training. Having grown up in the business, and having learned by the slow and costly process of trial and error, they do not realize the place which development has taken in modern industry or the help it can give them and their subordinates.

Older men and women usually resist a little more than new employees and occasionally need encouragement to undertake it. No training or development director can assume that people will demand an opportunity to take part in learning activities, without promotional work on his part. Many nonprofessional men in the training field are frustrated by this need to persuade and encourage people to begin self-development (17:173).

Fifth, detailed time and content schedules must be developed. This is the breaking point for a successful or disappointing trainee program. The interview showed that firms (who did not now have a trainee program for their employees but in the past did have a trainee program for junior-executives) indicated that a formal program had not been followed and as a result the aims and purposes were lost to the trainees. A periodic review of the aims and the purposes of the trainee program should be entered into with all members concerned.

Trainees should be informed of the objectives, duration, and mechanics of their training program. Orienting them to their job, its importance, and its relationship to other jobs in the organization is equally important. Their duties, responsibilities, authority, and status should be discussed with them, and they should be made familiar with the organization chart, personnel policies, and similar information. They should be informed of some of the doubts that they will probably have and the usual problems they will face. They should be told to whom they should go for counseling and guidance. Every effort should be made to prepare them to begin their new job with anticipation and confidence (17:232).

Sixth, top responsibility rests with the senior executive head of a business firm, but someone should be placed in charge of the supervision of the overall program to check on the progress and compliance. This usually falls to the personnel director in large firms and the assistant manager in smaller outlets.

Balanced junior-executive programs. Whether or not a company has a formal training program, a company is a perpetual organization. Our present concept of business responsibility makes business responsible to society as well as the individual. Our basic concept is that the company will continue to function even though individual workers, supervisors, and executives change from time to time. The top executives of the company, therefore, have the responsibility to ascertain that the succession of individuals charged with functional responsibilities will be orderly and effective, so that the organization will be



perpetuated. The social concept of responsibility by business is also noted by Planty and Freeston.

Today's worker is better educated, more ambitious, and more demanding than his predecessors. Usually, he has a high school education, in which he has gained varied interests, an understanding of democracy, some ability to express himself and experience in understanding problems. Laws and unions, plus long-continued scarcity of labor have convinced him that he has rights and has the power to get them, while technologic progress and scientific management have made him unwilling to accept inefficiency on the part of his employers.

Modern workers want employment security (jobs), good pay (financial rewards), and personal satisfaction (non-financial rewards). Personal satisfaction, in turn, involves pride in workmanship, opportunity for growth, participation in decisions and freedom to improvise, adapting assigned processes or methods to individual situations (17:11).

There is also the fact that many executives today have their future personal benefits--through retirement programs--directly associated with the continued and profitable operation of the company. Again, most executives take a personal pride in the continued effective operation of the company with which they have spent a major portion of their working life.

For these reasons many executives, regardless of the size of the company, take a deep and continued interest in a balanced development and integrated growth of the people in their firm. They realize that these people will, during the future years, carry on the executive functions and responsibilities of the company. Many companies carry on the training program in three distinct stages--a learning

stage, a doing stage, and a final technical stage, after which the trainee begins to assume the scope of larger responsibilities of management. The time lapse until he arrives at the top executive management level is usually about twenty years; however, no fast rule or time limit can be set.

Trainee program considerations. If a company is of average size, and is a public company rather than a private or "family" company, a formal, well structured training program will be the best approach. A formal program avoids charges of secrecy and favoritism by others. Furthermore, a formal program, by its very nature, will tend to get more publicity and more recognition, be more scrutinized, and be more "accountable" than is typically the situation with an informal program.

A formal program also will have to meet standards established by group deliberations rather than individual dictates. Also, the fact that a formal program often is being sponsored with Federal aids usually means that a great deal more thought goes into its planning, execution, and evaluation than otherwise would be the situation. A formal program frequently can be used as a "motivator" for members in the organization interested in self-development. In short, a formal program demonstrates to any doubters that

in business and industry the door to progress and advancement is still open for individuals with ambition, energy, imagination, and leadership.

Long-range program considerations. World War II and postwar periods led to extensive training periods, such as Job-Relations and Job-Instruction Training Programs and the On-The-Job-Programs, under the sponsorship of the Federal Government. In spite of these developments, the bulk of training at the present time is limited to new employees who must be given a minimum of training before they can undertake their jobs (6:16). Beyond this the amount of the training offered seems to vary with the profitableness of the business. If the business is making enough money so that it is not hard pressed, it expands its organized employee training; if the business runs into a period of falling profits, appropriations for training are among the first to be cut. Yet some of the most successful retail organizations (for example R. H. Macy's and Marshall Field and Company) believe in employee training, not only for new, inexperienced help and for junior-executives but also for those who have been in the organization's employment for a long time, especially those of this latter group interested in promotion. It is probable that profitable retailing in the years to come will demand more organized training even in the small and medium-sized companies. This is indicated

by the interest taken by manufacturers in the development of training programs for their retailers and by the increased activities of trade associations along this line.

The expected growth of the particular industry, the state of the business cycle, the expansion program of the company, and the retirement schedule will all have to be incorporated into the executive training program. Whatever method of selection used to obtain candidates from within or without the company, a training program should be a long-range plan. Planty and Freeston in their study of Developing Management Ability say:

On-the-job training is a continuous program that applies to all workers. It is not a program that is turned off and on as emergencies arise. When the labor market is tight or when an organization has to expand rapidly the value of an organized on-the-job training program is readily recognized (17:284).

As trainee candidates are oriented to their respective positions, consistent endeavor is made to obtain a comprehensive picture of each candidate. This includes an inventory of his interests and attitudes, his experience and education, his ambitions and aspirations, his thought patterns and value judgments. Throughout the orientation activities, emphasis is focused on the long-term aspects of the training program, the many sacrifices and self-denials which undoubtedly will be required of the candidate and his family during the training period.

A trainee program to meet the company needs. Such a program cannot be taken out of a book or a professional manual. Each program has to be "made to order" to suit not only each company involved but to suit the needs of each individual participant in each specific position. This is a crucial point of many trainee programs. Because there are so many individual needs to be met and specific objectives to be gained, the supervision and promotion of the program at this point demand imagination and creative ability to keep the program from defaulting. Scott, Clothier, Mathewson, and Spriegel make this point clear:

The size of the organization, the objectives behind the training program, the over-all organizational philosophy and to a limited extent the interests of the executives determine the place of the training program in the organization. Regardless of the exact form of the training program, the major executive must be intimately tied in with the training if it is to be effective. Of course there is always the situation where an individual is assigned the task of training the junior-executive but the junior-executive is left to shift for himself. Such a program inevitably results at cross purposes or a failure to achieve the desired goals (19:290).

It appears that some of the stores and other business firms contacted during this interview study gave evidence that, since no one in particular was in charge of the trainee program, the program was ineffective or had been abandoned entirely. This is a great loss to the individual trainee and the store or business firm in that the human resource badly needed is wasted.

This means that it becomes necessary to match all data and information obtained about each individual candidate with the educational requirements for each specific trainee position. This matching operation needs the addition of pooled judgment obtained through the operation of a committee composed of experienced executives and trainers.

The matching operation, when completed, sets the stage for the construction of the content of each training element of the entire program. This particular aspect includes the accumulation of all the knowledge and skills to be imparted to the trainee. It means the composition and writing of instructional materials; the determination of training sequences; the construction of tests and other evaluation devices; and the scheduling of work sessions, observation sessions, class and laboratory sessions.

Employee acceptance of a training program. A company must make known to its employees what it intends to accomplish by initiating a junior-executive or general development program for its workers. Possibly a message addressed to all workers explaining that a training program is being started and inviting them to apply and to participate in such a program if they meet with the qualifications outlined would be the democratic procedure of approach. Participation may involve attending classes, attending conferences, making

visitations, and doing all the reasonable activities that make for improvement. Armed with examples of training programs successfully carried out in other firms, you may ask support from your employees. When constructive results have been obtained, accurate and complete reports must be made on how the program has operated. These reports, if made properly, with good planning can motivate employees to participate in a general self-development.

Resistance to a development program must be anticipated and the reasons carefully analyzed. Sometimes the superior worker in a particular department doesn't have time for individual guidance. He resists loss of productive time an employee spends on rotation or whatever method of training is employed. Other factors causing resistance to learning are poorly taught classes, unrealistic choice of subjects, fear of failing or appearing to poor advantage in the classes, poor physical surroundings, classes scheduled at hours when trainees are fatigued, too heavy teaching load for the instructor, too much telling and too little participation of trainees in the learning, and too little realistic use of the results in selection for higher pay or promotion. All of these factors must be carefully studied to determine what the real causes are behind any resistance to a trainee program. One factor that will overcome most resistance of employees in a training program is summed up by Scott,

Clothier, Mathewson, and Spriegel as follows:

Harmonious relationships between workers as individuals and groups and between workers and their supervisors provide a strong incentive to workers both to desire to work within a given organization and to work effectively for that organization. Honest mutual understanding of the goals of both worker and employer is the best incentive for progress and development (19:309).

### III. INDUSTRY AND SCHOOLS SEE CURRENT TRENDS IN JUNIOR-EXECUTIVE TRAINING

For a long time business firms have felt a need to train potential managers. This particular need became more acute with the development of the expanding chain store era during the early 1920's and continued until the 1940's, approaching World War II. During the war period, most chain store and other business organizations did not feel need for the expansion of units because of the war effort and the shortage of consumer items. Since the war, however, business has experienced a merging of the smaller firms and a planned expansion of more units by the larger firms to handle the heavy demands for consumer and durable goods. This has created a demand for specialized training.

In Nation's Business, "Management for the 60's," John J. Corson, executive manager of McKinsey & Company, Inc., says:



To fill the demand at the top, schools or the business will have to nurture and develop executives that are required. Pirating the other companies' proven executives, experience has shown, is a costly and ineffective way of getting the manager business needs.

Most of the development job must be done in school or in training on the job. However, the naive idea that all it takes to develop an executive is to send him off to a university program will be disproven in the future. There is an unlimited job for these programs (7:36).

Some of the economic forces that appear to have developed the threat of chronic executive shortage can be briefly stated.

Growth. As enterprises grow in number and in size, employers will continually be hard put to fill an ever larger number of jobs in the upper and middle management levels. The Bureau of Labor Statistics experts forecast that the number of proprietors, managers, and executives will increase more rapidly than the number of any other class of workers in the labor force.

Decentralization. As businesses grow they will be compelled to decentralize. It is reported by marketing specialists that decentralization oftentimes is necessary to facilitate the orderly movement of goods in the present day market. Size and geographical dispersion of plants have necessitated giving more authority to managers in the middle group. Hence, more men will have to be trained to accept the responsibilities.

Complexity. No more can one individual oversee all the operation of a business even though he may have grown up with that business. Of necessity big business today has so many trunks and branches that it is physically impossible to do all the supervision necessary, not to mention the detailed information needed for such supervision.

Specialization. The vast technical knowledge gained as a result of research in industrial laboratories has created a need in many of the departments for specialists to direct, control, and inform management.

Attitude of executives. More and more corporate business is becoming public owned. This means wider participation in ownership of stocks and bonds. The day for sole family management of a business cannot be defended any more. Top management must have orderly and considered means to spot the ablest among its supervisory and junior executive groups and develop their potential for executive assignment.

General Electric Company points the way. General Electric, to meet its own special requirement, used research to work out perhaps the most elaborate management development project in U. S. industry. The company's concern over management reflects today's interest in management trainee programs.

General Electric's view of management development is about midway between those who see in it a panacea for all problems and those who prefer to drift along on the assumption that, somehow, good men will appear in the right spots when and if needed, ready to take over at an instant's notice.

General Electric expects no miracles but is going about the task of executive development in a realistic, purposeful fashion. The company's attitude is in many respects similar to that behind the excellent programs in this field conducted by enterprises as diverse as Standard Oil Company, Sears Roebuck Company, Metropolitan Life Insurance Company, General Motors Corporation, and others.

The study over the past three years has resulted in several concrete facts:

1. The idea that good men inevitably rise to the top is not justified.
2. Experience shows that managing skills can be taught and learned.
3. No company or industry can afford to let new managers just happen.
4. The well-rounded manager should have the nerve to stick his neck out, be willing to take some risks.
5. Modern business no longer has room for the old-time autocratic boss.

6. Managers will be judged more and more on how they develop people.

Everything in the General Electric planned curriculum centers around GE's four basic criteria for the manager who develops himself in the process of developing others:

- a. The future executive should be a "generalist" rather than only a functional "specialist." He should be able to plan, organize, integrate, and to measure as his way of getting results mainly through the work of others, and to do all this in terms of department and company objectives as against any excursions for the sake of his own ego enhancement.

- b. The future executive should serve the concept of the best balance of interest among customers, employees, shareowners, vendors, dealers, government and the community.

- c. The future executive should lead by persuasion rather than command, by example of integrity and largeness of view, earning the respect of associates by encouraging participation in contrast to the order-flinging martinet who invokes table pounding to mask immaturity, both administrative and emotional.

- d. The future executive should recognize human limitations as well as potentialities for growth; that while everyone has an improvement stretch, it remains impossible to turn a mediocrity into a first-rate executive (13:41).

The General Electric Course is attended by a total of eighty executives for thirteen consecutive weeks. They (the trainees) are recruited from the levels of all departments within the organization. It will take five years to present the course to all General Electric managers in the various levels. Five classes of sixteen men each devote six mornings a week, under the direction of the Institute director.

Instruction may be directed to whether the merchandise control methods of F. W. Woolworth should be applied to manufacturing stocks, or to other top management problems, either from the casebooks of Harvard's Graduate School of Business Administration or from General Electric's experience.

General business firms in Yakima point the way. One nation-wide department store offers this statement to its junior-executive trainees:

Ability and performance, not percentages and statistics, determine your ultimate success. You can earn over \$10,000 a year at the age of 30 and you can be vice-president at the age of 37. It has been done--it can be duplicated or bettered. Unusual success stories? Perhaps, but many hundreds of people--employment directors, advertising managers, controllers, credit managers, buyers, personnel directors, merchandise managers, store superintendents, managing directors--are holding down responsible jobs, drawing good salaries and developing for future advancement. What are your chances? It's up to you (23).

Every year several thousand young people are chosen for executive development by corporations throughout the country. Most of these are recent college graduates; the others are qualified personnel selected from within individual companies. A year of training in an executive development program usually is equivalent to a post-graduate course in a college or university. This is how it works: for the first year, varied on-the-job training gives the trainee actual work experience in each of the major divisions of a department--merchandising, operations, control, personnel, and sales

promotion. This is a planned program where one learns the relationship between selling and sales-supporting departments.

This job training is supplemented by a formal study course, generally held once each week, conducted by top-management personnel. Here the trainee is taught the policies and procedures of the business by the executives whose duty it is to carry out these policies and procedures. At the end of the first year's work, permanent job assignments are made on the basis of the trainee's aptitude and interest in certain phases of the business and management's belief in his capability. These assignments are made at the assistant department or department manager level.

Subsequent advancement is based on individual merit. The progress, development, and further training of these people is a matter of prime concern for management. During the second year, a more advanced course of classroom work is usually offered to aid in further advancement and development of these individuals.

Programs of this kind offer the trainee several distinct advantages. Perhaps most important is that the variety of work experience offered enables both trainee and management to better evaluate his capabilities. With this wide experience, it is possible to select the area or division in which the trainee has the greatest interest and potential for future development.

While most of the young men and women in executive training programs are selected by and trained in the individual firms (in chain operations) throughout the country, a limited number are similarly trained by and for the central office of the company. The central office program is designed to give intensive training in a specific career area through planned work experience and formalized study courses. These trainees learn about department operations--both selling and sales supporting, the functions of the central office, and the relationship between the local firm and the central office. Lecture and discussion classes cover the fundamentals of the various phases of the business.

Having learned the "mechanics" of the job, chosen a particular career field, and been assigned a suitable position--the future lies in the trainee's hands. Opportunity, advancement, and success, are the aims of this development program.

Some areas of training opportunities for junior-executives in the Yakima business establishments follow:

Merchandising. The most vital and one of the most fascinating aspects of some firms is that of providing customers' merchandise wants--what they want, when they want it--at the price they want to pay. The men and women whose positions involve buying--and, of course selling merchandise--must know their customers' habits, tastes and way of

life. They must know when interest in a trend reaches its peak, when merchandise trends begin to decline, and how to buy and bargain in the markets, in addition to stocking the right sizes, colors and price lines for their business. The buyer's job is a challenge every day in the week, and the good buyer is an executive of first importance.

Many trainees begin their merchandising careers as assistants to buyers in fields that take in everything from the very smallest item to the largest. With initiative, diligence, and a keen sense of responsibility, the trainee can achieve the position of Department Manager in this dynamic merchandising field. As he gains experience and acquires the requisite abilities and drive, he may become a Divisional Merchandise Manager, a General Merchandise Manager, and possibly go on to higher goals within the company. This pattern of success in merchandising is not new, nor is it wishful thinking.

Sales promotion. Sales promotion people are the spark plugs of the business firm, the vital force that activates the desires of the customers and translates those desires into actual sales. Their field thrives on ideas, showmanship, and an understanding of human nature, for it is here that the voice and personality of the business firm is created.



Through newspaper, display, television, radio, and other promotional media, the sales promotion people tell the customer what the firm has to sell and why the customer should buy it from this firm.

The Sales Promotion Manager, whose duty is to stimulate sales activity, requires the help of a number of specialists in advertising and publicity: copywriters, artists, radio and television directors, production and research people, fashion coordinators, direct mail experts, and display managers. Since fresh new ideas and creative ability are of such prime importance in each of these groups, it is not unusual for a young trainee to achieve rapid success. A field still young, still growing, it has room all the way to the top for ambitious, talented young people who choose to follow its path.

Control. The Controller of a store might be compared to a navigator in that he charts and continually checks the complete operations of the business. His major responsibilities are to see that adequate controls are installed and working to conserve the assets of the company, to be sure the expense structure of the company is maintained at a level that will produce an adequate profit, to provide the necessary figures, information that will enable top management to know where it stands and the direction it is moving. Because

the Controller supervises all these and coordinates the other functions of the business, he must first have a liking for figures plus an exhaustive knowledge of all operations within the company.

A Controller needs several highly trained specialists to assist him in this vital undertaking. Among these are the Credit Manager, the Office Manager, the Collections Manager, and their staffs, whose jobs entail a good deal of the firm's customer work.

Working at the top level of management, a Controller's position is truly a career of the first rank.

Personnel. Modern firms are almost completely dependent upon the proper placement of personnel in the business. Because of the constant direct contact of sales personnel with the customer and the indirect contact of the service and other personnel, it is essential that a business place the right people in the right jobs. For this reason, a personnel job can be particularly interesting and rewarding. Personnel begins with the Employment Director who screens all job applicants and constantly watches for future executives. It is the job of the objective and creative Personnel Director and his assistants to review the progress of personnel and recognize and recommend those ready for advancement. The Training Director introduces newcomers to

the mechanics of their jobs, gives intensive sales training with a view to increasing their own and the firm's earnings, and strives to develop the best talents of the people upon whom the success of the business depends.

If a junior-executive trainee has already indicated a warm interest in people and an objective attitude about making use of and developing the talents of others, then the personnel field offers him a varied and fascinating career opportunity.

Operations. This division "makes the business go." Its people maintain the firm's reputation for comfort and convenience by creating a pleasant atmosphere within the business area and supervising the prompt deliveries and courteous services that enhance a firm's prestige. Since the people, acting behind the scenes, influence public opinion to a vast extent, they are vital members of the staff.

It is the manager's job to see that the Customer Service Manager, the Purchasing Agent, the Warehouse Manager, and the Maintenance Supervisor and their staffs keep every internal and external service running smoothly. Each of these jobs requires painstaking attention to detail, the ability to spot or even foresee trouble, and the desire to create the most favorable impression at all times. A career in this field is exciting and interesting and can lead the capable trainee into larger responsibilities and opportunities.



Transportation. A unit on transportation is prepared by the training department. Sample purchase orders are used to illustrate points. An outline of such a unit follows.

Annual cost of transportation for each business firm.

How each department shares the cost.

How transportation effects the mark-up.

Try to get the merchandise at the lowest cost and fastest way possible.

Purchase Order:

- a. F.O.B. - Terms on purchase order, Freight on Board, pay cartage from factory to loading terminal.
- b. F.O.B. City - Should read city of the vendor, vendor absorbs.
- c. F.O.B. Seattle - Pays to the terminal in Seattle (vendor)
- d. F.O.B. City - Warehouse-Store - Factory to store.

Freight Allowances:

PACO - Package Consolidator. The firm consolidates small packages for forwarding merchandise any place in the United States. Advantage of a volume rate.

RAILWAY EXPRESS - Special rate advantage

AMERICAN SHIPPERS - Same as PACO, consolidates style merchandise (100#).

TERMINAL FREIGHT CO-OPERATIVE ASSOCIATION - Non-profit, we pay car-load and operation costs. Must be a member of a co-op.

PARCEL POST - Not used out of New York or Los Angeles, can't be consolidated. Under 20 lbs., small shipments.

POOL CARS - Specific manufacturer from resource to Pacific Coast, for furniture, toys, sporting goods, etc.

LCL - Less than carload shipments.

AIR FREIGHT - Use sparingly.

AIR EXPRESS - Expensive.

TABLE ON RATES - Study and learn approximate differences for your locale.

Merchandising terms. For classroom study. From the Training Department.

MARKUP: is the difference between the billed cost price (before deducting cash discount) and the original retail. It is expressed in per cent.

Initial markup: is the first markup placed on the merchandise when it is received from the manufacturer.

REQUIRED INITIAL MARKUP: is the planned markup set by the merchandise manager for merchandise within a department.

CUMULATIVE OR MAINTAINED MARKUP: is the difference between the total cost and total retail of merchandise handled to date, including the inventory at the beginning of the period.

#### FORMULAS:

$$a. \text{ Markup } \% = \frac{\text{Retail} - \text{Cost}}{\text{Retail}}$$

$$b. \text{ Retail} = \frac{\text{Cost}}{100\% - \text{MU}\%}$$

$$c. \text{ Cost} = \text{Retail} \times (100\% - \text{MU}\%)$$

**MARKDOWN:** is a lowering of the selling price from the original retail.

**ADDED MARKUP:** is an increase of the selling price from the original.

**CASH DISCOUNT:** is a percentage off the billed price granted by the resource as a concession for paying bills within a certain number of days from the invoice date.

Examples: 8/10  
 8/10 net 30  
 8/10 E.O.M.  
 8/10 R.O.G.  
 8/10/60x

**TRADE DISCOUNT:** is a form of discount usually allowed wholesalers and jobbers, but also allowed retailers for a few lines of goods for which catalogue prices are quoted.

**ANTICIPATION DISCOUNT:** If an invoice is paid in advance of the final due date for which it can be discounted, interest is deducted (usually at the rate of 6% per annum).

**TRANSPORTATION COST:** is the amount of money we pay the various transportation carriers to bring the merchandise we buy from the markets of the world to our store.

**TERMINAL FREIGHT:** The Terminal Freight Co-operative Assn. operates loading stations in New York, Chicago, Boston and Philadelphia.

**TRANSPORTATION ALLOWANCE:** Vendor absorbs all or part of charges.

**RESOURCE ALLOWANCES:** In certain lines of merchandise it is possible to obtain special allowances from the resource for advertising expense or for demonstrators' salaries.

**LOAD OR ADDED DISCOUNT:** is the difference between the departmental goal cash discount per cent and the actual amount of cash discount obtained on the invoice.

**PURCHASE JOURNAL:** is a form where all vendors invoices are listed monthly by department.

**MERCHANDISE TRANSFER:** is a form used to transfer merchandise from one department to another within our store or to transfer merchandise from a department to a person (as with a Suspense Purchase).

**INTER-BRANCH TRANSFER:** is a form used to transfer merchandise from a department to the same department in another store.

**MARKDOWN OR MARKDOWN CANCELLATION:** is a form used to vary the price of merchandise below original retail.

**SPECIAL MARKUP:** is a form used to raise the price of the merchandise above original retail.

**MARKDOWN REASONS:**

1. Had merchandise for a long period of time.
2. Timing element in Mark Down important.
3. Reprice - Reorganize
4. Adjust price for competition and general decline.
5. Advertised special
6. Mark Down book returned to Statistical to clear.

**MARK DOWN CANCELLATION:** after a promotion or sale and the price goes back to regular.

**MARK DOWN ALLOWANCE:** portion of the markdown is sent in as a claim against the manufacturer.

The training Department of retail stores provides the junior-executive trainees with detailed information about all areas of the store operation. It is the plan of the Training Department to include the following units of study during the first year of the trainee development period:



Inventory procedure	Storage
Receiving and pricing techniques	Inventory control
Use of pricing signs	Salesmanship
Departmental organization	Buymanship
Store organization	Cash register
Use of sale slips	Time payment sales
Layaway sales	Taxes

Schools point the way. It is significant that the early conception of the junior college's purpose was that of a preparatory school for senior institutions. Although this is still true, the scope of the junior college functions is widening. The June 20, 1960, issue of TIME magazine clearly states the significant role of some junior colleges in medical science preparation:

Besides the 80 schools in the continental U. S. (plus one in Puerto Rico) producing M.D.'s this year, there are four junior colleges which teach the basic medical sciences for two years, then send their diploma-holding graduates to enter four-year schools as juniors. This is a vital and valuable service to the four-year schools (25:52).

James Bryant Conant, former Harvard University President, in his report on the comprehensive high school has this to say about training for vocational education and terminal education:

No educated person rates academic education above vocational education or vice versa. Neither has a prestige over the other and no educated person outranks another. . . . To my mind it is desirable for as many

boys and girls in high school and extended secondary schools as possible to have an ultimate vocational goal. There is less tendency for such committed students to waste their time and have a negative attitude toward their school work (5:53).

Vocational business education and secretarial training has enjoyed high enrollments and can look to the future for increased enrollments. This is the largest field of occupation for workers under the age of twenty-five. Demand will continue strong for a reasonable time, especially for typists, bookkeepers, stenographers, and operators of all kinds of machines. Gradually, however, the need for the lowest level of office workers, the file clerk, for example, and those who routinely enter data on the forms, will diminish as more and more office machines come into use. The junior colleges' program can provide opportunities to learn how to run punch-card electronic data-processing equipment. The electronic machines are rapidly coming into use in government agencies, insurance companies, public utilities, banks, and many big manufacturing and retail firms.

Clerks are needed in food markets, retail stores, and wholesale establishments. Promotion from within is a fairly common policy, but in large companies advancement depends heavily on education. Salesmen for big manufacturing concerns are usually college graduates.

Kiplinger advises high school youth that it pays to continue their education beyond the high school:

You earn more. A survey made a few years ago showed that two-thirds of working men who had college diplomas earned \$6,000 or more. Only one-third of those with high school diplomas and less than a seventh of those who finished only elementary school earned that much.

You get promoted faster. A college graduate will boost his salary by more than 250 per cent by the time he is in his middle forties. A high school graduate will raise his income only 100 per cent by that time (4).

Industry points the way. Schools point the way.

It is necessary for business and institutions of education to coordinate their efforts to provide youth with the best preparation possible for tomorrow.

#### IV. THE ROLE OF JUNIOR COLLEGES IN PROVIDING VOCATIONAL AND TERMINAL EDUCATION

The purposes and objectives of junior colleges have increased and broadened considerably since they were first established. At the time of the annual meeting of the American Association of Junior Colleges in Memphis, Tennessee, in 1922, there apparently was rather unanimous agreement about the specific purpose of these institutions. It was defined then as follows: "The junior college is an institution offering two years of instruction of strictly collegiate grade (2:427).

A junior college performed its function if it did exactly what a four-year college or university did in their first two years. What a contrast with today's junior college

which agrees to offer "anything" to all community groups, either in the daytime program, extension, or evening adult program.

It has been possible to find many lists of functions or purposes of the 1960 modern junior colleges; sometimes the lists are lengthy. However, most of the functions have been included under the following major headings.

Terminal education. A complete training should be given to those students who will finish their period of formal education in the junior college. Commonly referred to as terminal education, this should be designed to achieve occupational competence, civic competence, and personal adequacy.

Orientation and guidance. It is the specific responsibility of the junior college to assist its students to "find themselves." A program of training and guidance should be provided so that every student has an opportunity to discover his aptitudes, choose a life work, and prepare himself for the successful pursuit of that work.

Adult education. Every junior college should cooperate with other public institutions in providing instruction to meet the needs of adults living in the region.

Transfer training. Each junior college should provide the first two years of senior college work for the limited number of students who plan to transfer to a college or university after completing two years in a junior college.

Removal of matriculation deficiencies. Junior colleges should provide opportunities for students who failed to meet entrance requirements to a senior college or university to remove such deficiencies and thus qualify for admission in whatever school they wish to attend.

During the 1920's and 1930's very few junior colleges offered vocational curriculums of the so-called semi-professional type. Leonard Koos, in his book on junior college terminal education, listed a considerable number of vocational curricula which he felt were the responsibility of the junior college (10:61). Today many types of occupations require more training and more maturity than is possible for the average high school graduate at the age of eighteen but do not require four more years of college or university training. In engineering, medical practice assistants, and many areas of business may be found the best examples of positions of this type.

According to the review of junior college legislation (14:459), there is now a definite trend toward the state accepting more responsibility to provide greater opportunities

for education for all youth. Some states, including the State of Washington, have completed surveys to find out how many junior colleges are needed and how they shall be supported. The time may come when states, realizing the necessity for junior colleges, will make it mandatory that when certain conditions prevail, these two-year institutions shall be established and maintained.

Federal aid to education. The educational and training program within a company can be tied up in many ways with the public school system, colleges, and universities. Continuation schools in some instances are mandatory under state laws to further the general education of youths during part of the working week. Under the Smith-Hughes Act passed in 1917, funds for the training, maintenance, and payment of teachers have been established that are pro-rated among various states under certain conditions set down in the act itself and under the supervision of the Federal Board of Vocational Education.

The George-Ellsey Act of 1934 and the George-Dean Act of 1936 increased Federal appropriations (\$14,000,000) for vocational education, and widened the scope of Federal-State cooperation in education. Extensive programs in vocational education are being carried on in practically all cities or towns of any size and in state-supported colleges

and universities. In many communities the business interests are closely cooperating with the schools. The public schools frequently provide the instruction required in the apprentice training programs, the students being released from the shop to attend classes at certain times during the week. Shop practice and business subjects are being taught with increasing efficiency in vocational classes in public schools. Part-time programs are being worked out in some cases. These have been more successful in colleges than in high schools. Progressive schools and colleges are realizing the importance of more adequately preparing students for industrial activity. Under the cooperative plan, students alternate between periods of academic work in college and periods of work on various jobs in industrial concerns. The academic and industrial work is related in an attempt to give the student a well-balanced education, including adequate theoretical as well as practical preparation for any industrial pursuit he may elect to follow (21:25).

It is interesting to read about the national meeting of vocational education instructors in San Antonio, Texas, during April, 1937 (18:37). They met to present their needs for the funds granted under the George-Dean Act of 1936. Except for the date - 1937 - the demands for Federal funds are the same now, the only difference being that the need

is more urgent today and the numbers benefited much greater.

Those who teach in public schools are hearing more and more about the junior college because of its growing importance as a part of the system in which they teach. Senior college instructors are realizing that an increasing proportion of students will attend a junior college for two years before transferring to a four-year college or university.

Last year more than twenty-five communities in the United States either established or made plans to establish some type of two-year college. Existing junior colleges began to experience an increasing enrollment. Enrollment, not including junior college classes for adults or students classified as "special," increased by 13 per cent by 1958 (15:495). The junior colleges in Washington State had an increase in enrollment of 21 per cent in 1959.

It has been predicted that by 1965 or 1970 there will be between one and two million students enrolled in junior and community colleges in the United States--about half of them as freshmen and sophomores and the other half as adults and special students.

Even more significant than actual increases in number of junior colleges and their enrollments is the serious consideration being given them by planning agencies and the discussion about their applicability in many states and



communities. Washington State, through the State Board of Education, is making a study to double the number of junior colleges. Plans already have been completed for a new junior college at Port Angeles, Washington, and others may be announced later.

The varied recommendations and predictions about the junior college are currently provoking lively reaction and debate at the local level. Obviously, the teaching profession has an interest in the whole issue of the junior college and may, in fact, be called upon to render judgments concerning it. For this reason, it is important that each member of the profession be as fully aware as possible of the nature and problems of this type of institution.

One of the stated objectives of the junior college is to meet community needs for a trained personnel in vocational and semi-professional fields and responsible citizens and civic leaders. Such objectives can be accomplished only with the full cooperative effort of the junior colleges on all levels of administration or instruction and the representatives of the community concerned. Unfortunately, there has been a historical separation between educators and American business. This separation between American business and the junior college business education department is likely to have most damaging effects on the future of the American economy unless urgent steps are taken to bring the two groups more closely

together. It must be realized by all concerned that the intellectual development of the future business leaders cannot be dealt with effectively if treated as two separate processes, education and business experience, conducted by separate agencies, educational institutions and business corporations. Richard S. Perry, writing on criticisms of the junior college business education curriculum, says:

We must be realistic and give them (students) a general business education which will provide a strong background for future development of business leadership and skills in vocational business areas by providing job experience with classroom study (16:16).

The business and vocational education of an individual must be treated as a unit. It must be treated as a single process applied in each instance to a single individual, the future high executive, and it should be continuous throughout each individual's active life. Only if and when it is so regarded and attention is concentrated on the needs and requirements of the individual, not on the administrative convenience of organizational traditions of institutions, is it likely to be planned intelligently or to yield effective results. It is essential for the individual that his full development be dealt with in unity, for education and business experience are inseparable parts of a continuous process.

On the one hand general business education is looked upon by the student as an interim program where he waits for

a decision as to an area of specialization. In contrast, schools, and especially junior colleges, who have rather complete business offerings, mark them under the guise of some form of specialization. In other cases there is a marked tendency to channel students of inferior intellectual capacity into the general curriculum and to urge specialization on the students of superior ability. Many educators and lay people observe that the reverse of this situation should prevail. That is, the person of inferior ability has more need of specialization than the person of superior ability who has the innate capacity to develop scope of vision with less help from others.

Until recently, American business failed to concern itself with what was being taught in business schools. Currently there is a trend at the university level toward closer coordination between theory and practice. The Report of the Harvard Committee expresses a philosophy to be heeded:

No profession can hope for a system of education which will satisfy its requirements for future leadership unless the profession itself as such takes an active and constructive part in the educational process. This involves not only concerning itself with the content and the duration of courses and the methodologies of teaching. It includes continuous participation in and out of the classroom in what business is doing and developing as future objectives (8:267).

Although there is some evidence that this trend is developing at the junior college level, the results of this study suggest that a more concerted effort needs to be made

in this direction, in keeping with the objective of the junior college to function as a community college. Businessmen of the community need to recognize that the junior college is a focal level at which cooperation of school and business is easy in the training of individuals who have potential as employees and that it is adaptable to dynamic business needs.

It seems logical that a new impetus for this coordination should stem from junior college educators since the junior college has increasingly assumed a position of leadership in the progress of the community and is the only single institution capable of initiating such action. It is hoped that this study will provide information to junior colleges in the State to start a realistic coordination between the college and the business community.

#### V. SELECTED SCHOOLS THAT SPONSOR A TWO-YEAR COOPERATIVE VOCATIONAL PROGRAM

Texas University. The INSTITUTE OF RETAILING, a department of the University of Texas, provides one of the most outstanding models of business education training programs. This is also extended into the evening program. The INSTITUTE was created by the Business Education Department of the University and the Retail Merchants Association of Houston ten years ago. It has become a community training

school for Houston business firms. Its facilities are called upon to supplement the stores' own training programs, train college students for potential executive material among the rank-and-file employees, and to up-grade all employees in all levels of business management. To get a degree under the retailing curriculum, it is necessary, in addition to course work, to have at least three months of actual retail store experience satisfactory to the senior professor in retailing.

The training for promotion program is a complete program of short-unit evening courses in a long-range planned sequence to maintain proper emphasis and balance of courses providing training in the operation and management of retail outlets. This continuous curriculum, entitled the "Planned Training Program," is organized in a series of courses dealing with specific phases of retailing. These phases deal with Merchandising, Operational Control, Credit Management, Personnel Management, Merchandise Display, Advertising, Department Management, and Buying and Selling. Additional phases may be added in the retail, wholesale, manufacturing, and general business fields as the demand warrants.

A student who completes a series of short-unit courses in any of these phases receives a "Specialized Certificate." If he adds two courses in each of the remaining phases, he is awarded a "Masters' Certificate." There are two semesters a year, fall and spring, and courses within

each semester require from 4 to 6 weeks, depending on the subject matter. It requires about two years to earn a "Masters' Certificate." Because the courses emphasize the vocational approach, there are no enrollment requirements except a job in a business firm. No college credits are given, many manager-trainees, however, go on to enroll in the University of Houston-School of Retailing to work toward a degree.

Prior to the planning for each institute, the educational committees of each of the several sponsoring Trade Associations are contacted as to the course or courses each will be offering in the forthcoming program. Not only do the organizations suggest their own courses, they also select their own qualified instructors and guest lecturers. The courses selected are chosen from the Planned Training Program basic catalog, and other courses are offered which would be beneficial or of special interest to the trainees.

Course planning, promotion, and publicity of the Institute of Retailing are handled cooperatively by the University of Houston, The Retail Merchants Association, and the cooperating business firms. Tuition charges usually are paid by the employer and are usually very small. This is supplemental to the money available from State and Federal funds.

The Rochester Institute of Technology. This is the oldest technical institute in the United States offering cooperative work-training programs. Operating on a college level with an alternating block plan, Rochester offers a two-year program in retailing and in general business executive development. The programs of study are presented by means of coordination of theory and practice. Instructional material is built upon a series of activity analyses revised when necessary. Instructors are encouraged to work in the field during the summer, and executives of the cooperating organizations are used as speakers in an effort to keep the program up to date. General education is considered an integral part of each curriculum, as indicated by the basic requirement in English, Psychology, Economics, Social Problems, and American Civilization. This background information can easily be supplied by any junior college liberal arts program. Not more than one year is devoted to specific vocational subjects.

All students spend an initial period in full-time study at the Institute to gain a foundation of knowledge and skills. Following this period of a year, two students are selected for each available cooperative job. One works while the other attends classes. After a prescribed number of weeks, they change places. Cooperative students are regular employees whose pay depends upon ability, the job

held, and the length of time employed. Each individual is hired on his own merits.

Work-training is coordinated with school instruction through special assignments, reports from employers, and visits to the employer by the Rochester staff member. Cooperative work-training, as a regular part of the total educational program, is required for graduation with the Associate in Applied Science Degree in Retailing.

The City College of San Francisco. The City College of San Francisco, a junior college, has offered, since 1939, two semi-professional programs dealing with business education. The first, entitled Cooperative Merchandising, trains students for positions in the field of selling and merchandising with the eventual possibilities of promotion to store buyers or service department heads.

Classes are conducted on a school and employment schedule which combines merchandising with occupational experience. The supervising teacher-coordinator assists qualified students in obtaining employment in department stores and specialty shops, manufacturing, service, and general business firms.

Students enrolled in the merchandising program attend courses seven hours per week and work a minimum of fifteen hours per week. They primarily sell or do stock work in



department stores and specialty shops in which they are placed through the college by the coordinator. To be qualified for the program, the students must be employable and interested in the field as a career. Students are paid the going rate and receive college credits up to a maximum of 15 credits for their work in the business firms. Credits received are based upon the number of hours worked. The grade received for the work-experience is based upon the rating by their supervisors.

A second program of study entitled General Merchandising Management is offered to students interested in preparing for management of a retail establishment or in operating a small business. The program, much more inclusive, is intended primarily for junior-executives, manager-trainees, and small business owners.

Fullerton (California) Junior College. At Fullerton Junior College, a merchandising and selling curriculum is offered for students desiring to equip themselves for retail store work or general selling. The training is designed to qualify the students for the demands of large business organizations as well as for individual store management and ownership. Emphasis is placed on practical retailing and selling. A close contact is maintained with business in order to supply the training that business firms are demanding.

Everett Junior College. Everett Junior College in Everett, Washington, has broadened its business administration offerings to include a two-year business education curriculum with concentrations in retailing, salesmanship, or advertising.

The work-experience is handled by the coordinator on an individual basis, with the students finding their own positions in approved business firms. Completion of the curriculum in one of the concentrations meets the requirements for the degree of Associate in Arts and Sciences granted by the college.

This business education program appears to be well-planned and very complete in providing a well-balanced series of courses laid out in logical sequence. It would appear that a similar program used by a junior college in a distributive business center would be successful.

Columbia Basin Junior College. Columbia Basin College is the youngest junior college of the State. Still in its formative stages, it is developing its over-all curriculum as rapidly as possible to meet the growing needs of the area. The prevailing philosophy among the administrators is one of enthusiasm toward general business education programs beyond high school and all terminal programs. The vocational building housing the facilities for

trades and industry is an impressive structure. A program has been developed in trades and industry training that is beyond the hope of many similar institutions of the State. As about 70 per cent of their present students are terminal, the school administration feels the greatest need for development in this phase of training.

The State Board for Vocational Education, Distributive Education Division, reports in Bulletin "D" of 1957 that there is an increasing interest in the development of business education cooperative programs on the junior college level (3:16). Among schools having a desire to meet local community needs on a daytime or evening extended basis as soon as personnel and facilities are available are Olympia Junior College in Bremerton, Skagit Valley Junior College in Mount Vernon, Lower Columbia Junior College in Longview, and Clark Junior College in Vancouver.

Some of the technical schools of the State--Edison Technical School in Seattle, Tacoma Vocational-Technical School, and Spokane Technical School--are offering either a limited daytime program or an extended evening program in business or trade training for youth and adults.

## CHAPTER III

### THE STUDY OF THE TRAINEE PROGRAM FOR JUNIOR-EXECUTIVES IN THE YAKIMA BUSINESS AREA

#### I. ANALYSIS OF EVIDENCE

Schools are interested in cooperating with business firms to make their offerings more effective in narrowing the gap between theoretical assumptions and practical applications. Junior colleges are interested in this phase of educational training because its offerings are comprehensive and extend from the college preparatory or transfer course to the terminal and adult community-interest course in keeping up with the needs of a changing society. In order that junior colleges, and particularly the Yakima Valley Junior College, may better know to what extent they can participate in helping to prepare junior-executives for business management, business establishments in the City of Yakima were contacted for information through the interview method. Only managers or top executives responsible for the hiring and training policies were interviewed; in most instances they were enthusiastic to provide the information.

The interview schedule presented to the business establishments consisted of three questions of primary importance. First, how extensively the junior-executive program operates in Yakima; second, how many positions are filled by the trainees and, third, the preparation necessary to become

candidates for the positions. Additional information secured through the interview schedule (see Appendix) was supplementary information to help understand the functional phases of the program.

The interview schedule was prepared only after considerable thought and inquiry. Many students at the Yakima Valley Junior College expressing an interest in a trainee program for junior-executives were interviewed, as well as members of the faculty, before the questions were formulated. After the interview schedule had been tentatively formulated, it again was given to several faculty members for review. Notes were taken on suggestions of how to make the questions more communicable. The schedule then was prepared as it is presented in this study.

The formulation of the interview schedule was started September 20, 1959, and the interviews with business management were completed December 1, 1959. One hundred interviews had been scheduled.

All interviewers were selected students who had an enthusiastic interest in securing information for this study. Due care was taken to orient each interviewer in individual and group conferences to clarify the purpose of the questions to be asked during the interview and to caution that the questions to be asked, as much as possible, should be handled under the same circumstance and with the same intent. After

all interviewers were properly instructed to avoid misinterpretations of the questions, the interviewing was initiated.

A report and comments made by the interviewee were submitted by the interviewer immediately after each individual interview had been made. The replies to the interview schedule were then tabulated by the writer.

Many firms took time to show the copy or manual of the training procedures followed by them for each trainee in their employment and in some instances offered to provide a duplicate copy for reference in classroom work. Some firms did not have a formal outline of procedure to follow for their trainees. However, they were willing to give sufficient oral information regarding their trainee program to qualify for a personnel development program. The respondents were enthusiastic concerning our interest in their program and were eager to give the interviewer detailed information.

The majority of respondents now operating a trainee program for junior-executives within their respective organizations do not have a formalized program in the strict sense of the word. They have a number of selected trainees, mostly from within the organization, being given supervisory help in connection with their respective responsibilities. The desire for a better planned and much better organized trainee

DO YOU HAVE A TRAINEE PROGRAM  
FOR YOUR EMPLOYEES?

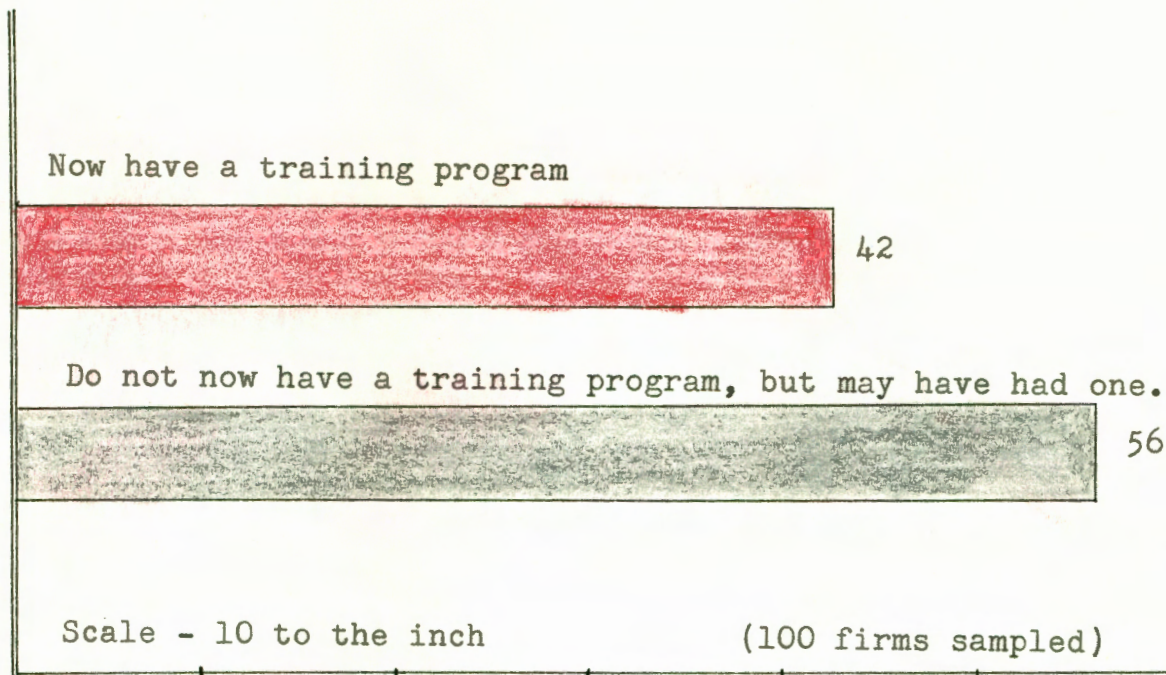


Chart 1. Projected number of firms in the City of Yakima who now operate a training program on the junior-executive level and who do not now have a junior-executive training program. (Two firms did not respond).

program was expressed by most of the interviewees. Lack of time and financial resources were frequently indicated as important reasons why the program was not stressed as much as it should be. The desire and need for a training program was clearly stated. The methods and procedures as to how a trainee program should function, however, were vaguely defined by most of the respondents. This fact makes clear the need for help both on the planning and on the operational level.

The chain department firms generally have a junior-trainee program in operation. These programs vary so greatly as to content that the term "formal" cannot be applied with the same meaning to all establishments. Very few of the chain department firms have a formal program in the sense that each day a new set of work-experiences or classroom study assignments are prescribed for the junior-executive or for the general upgrading of all employees within the firm for a given period of time. At present most chain department firms seem to be operating a formal trainee program for junior-executives at central office centers only. There is expressed evidence that a more formal program might be re-instated on the local level in the near future. Chain department firms rely heavily on college graduates with a business administration background for their junior-executives.



Chart II projects the number of trainee positions filled by junior-executives, sexes combined, in all business firms contacted. A total of 223 positions were reported to be of an executive capacity on the junior-executive level. Of this total 34.4 per cent of the positions were filled by women and 65.6 per cent by men. Buyers (department heads) and sales supervisors (floor supervisors) represent 54 per cent of all junior-executive personnel in training positions. The combined personnel of Assistant Managers, Credit Managers, Personnel Directors, and Advertising Directors represent 46 per cent of all junior-executives in trainee positions.

Chart III projects a total of 52 positions filled during the year (as of December 1) 1959 as reported by the firms contacted. This indicates that 23.3 per cent of total positions filled by trainees in the reporting firms either were replaced or additional trainees were secured during the year. All totals indicated combine both sexes in Charts II and III.

No attempt was made to determine the depth of the instructional background necessary to qualify for a trainee position because of the many varying standards held by the participating firms. As in any training position, the need for additional instruction never stops.

WHICH OF THE FOLLOWING POSITIONS ARE FILLED BY  
JUNIOR EXECUTIVE TRAINEE PERSONNEL

IN YOUR BUSINESS?

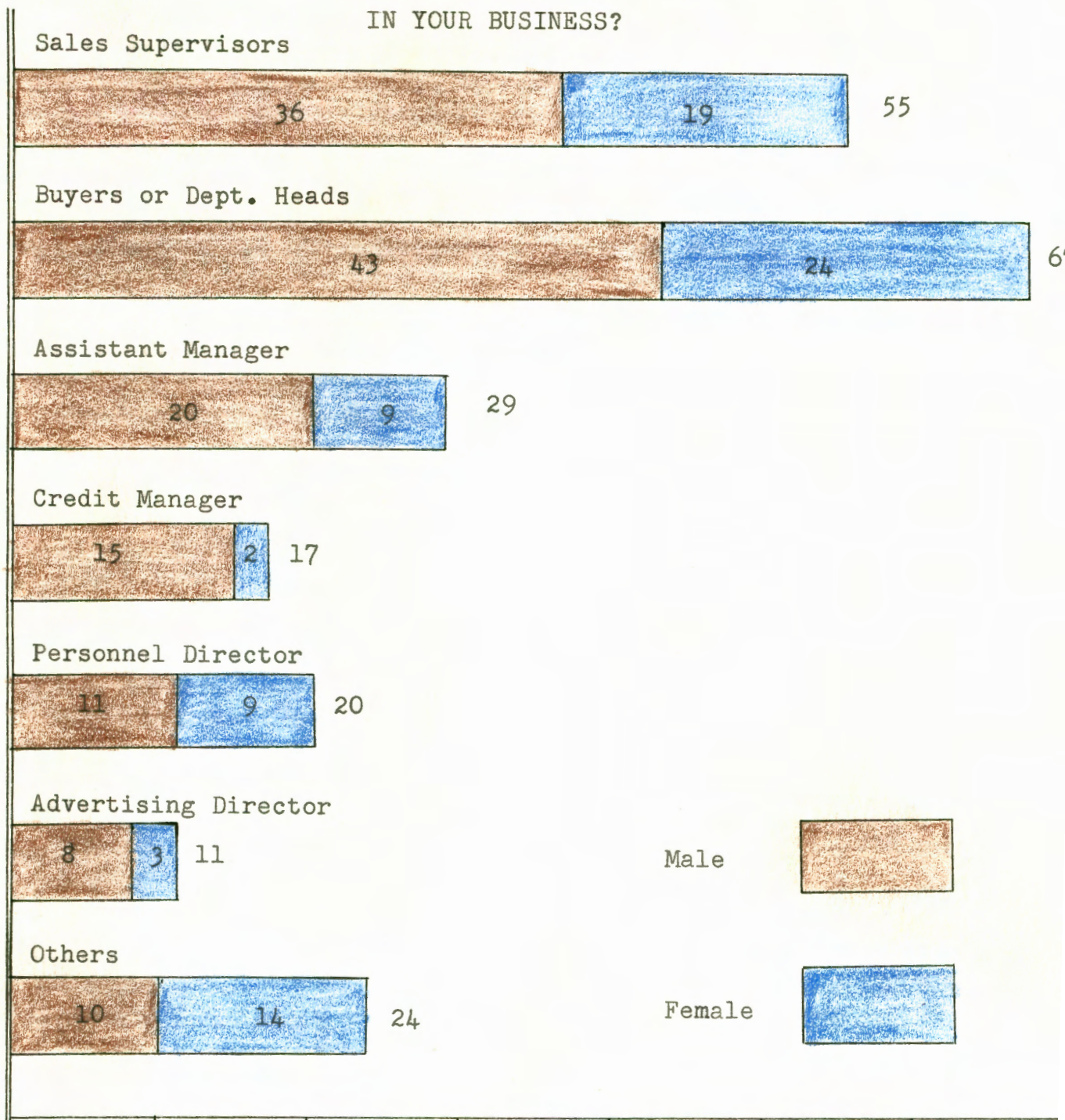


Chart 2. Projection of trainee positions by sex in the City of Yakima.

WHICH OF THE FOLLOWING POSITIONS ARE FILLED BY  
JUNIOR-EXECUTIVE TRAINEE PERSONNEL



Chart 3. Projection of employee trainee positions filled during the year of 1959. Sexes combined.

Chart IV projects the primary and secondary college level preparation expected of candidates for a junior-executive trainee position in Yakima, as reported by 98 business management executives. It is important to individual firms whether junior executives candidates are prepared specifically for a position; however, for this study the primary and secondary subject area preparation expected of candidates for the junior-executive program are reported in combination.

Accounting. This subject was high on the list of preparations expected of candidates for executive positions. It was explained by most interviewees that a knowledge of record keeping and accounting by the junior-executive is a "must" to the understanding of the complexities of the modern office procedures. Top executives today must make many decisions in the planning and operation of their business, and they prefer to make them on factual data properly interpreted by accountants. It is not necessary for all candidates to have advanced courses in accounting, according to the reports made, unless they are pursuing a controller's position of responsibility. It was clearly established that introductory courses to accounting are essential to the successful completion of a trainee development program for most positions. Sixty-eight per cent of the respondents placed importance on this subject.



WHICH OF THESE AREAS OF INSTRUCTION DO YOU BELIEVE SHOULD  
BE INCLUDED IN THE PREPARATION OF STUDENTS ON THE JUNIOR 79  
COLLEGE LEVEL WHO WISH TO BECOME CANDIDATES  
FOR A JUNIOR-EXECUTIVE TRAINEE PROGRAM?

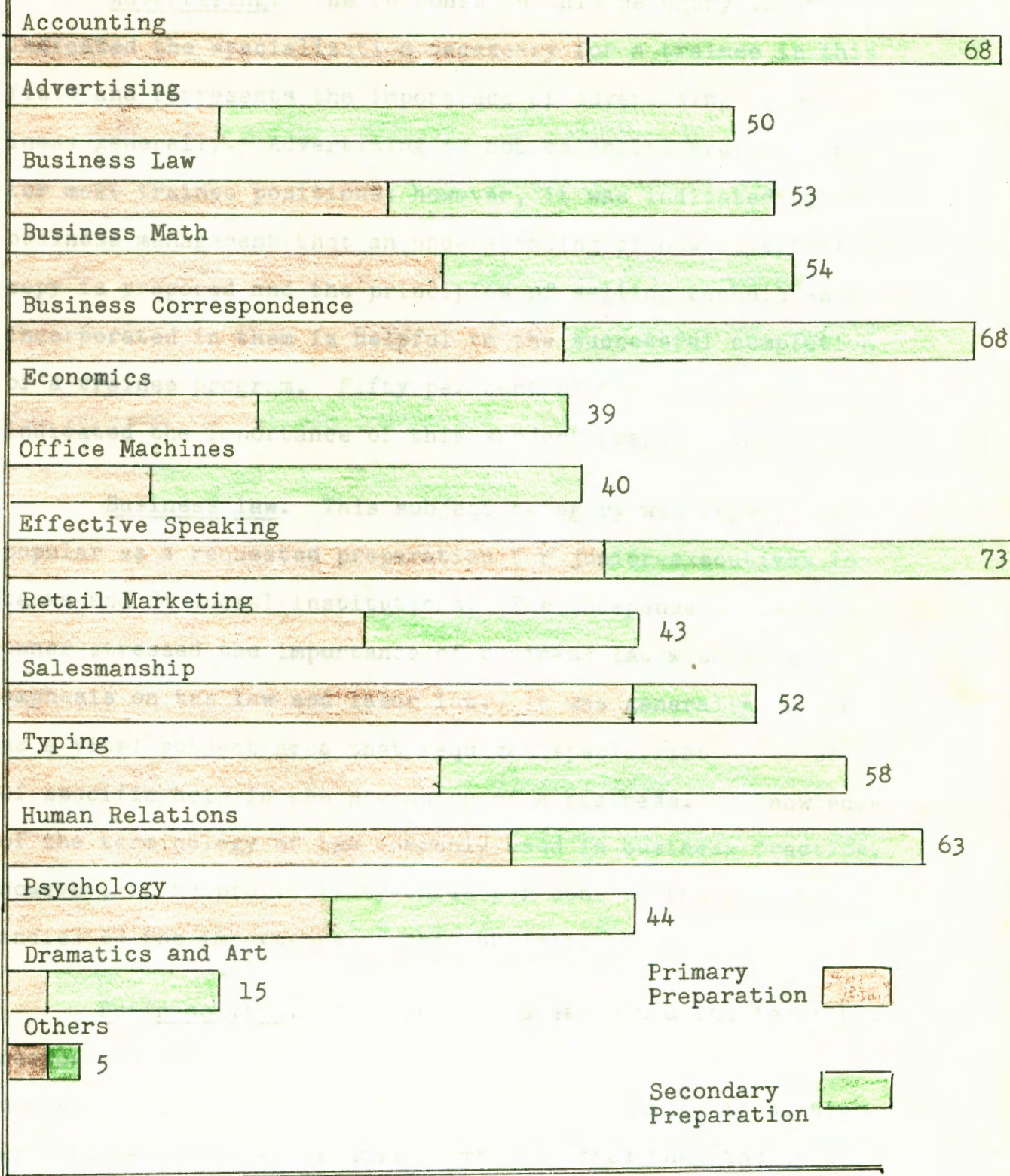


Chart 4. Projection of primary and secondary junior college level of preparation expected of candidates for the junior-executive trainee program in the City of Yakima.

Advertising. The response in this category clearly indicated the specialization necessary for a trainee in this field and represents the importance of advertising in business generally. Advertising is not essential preparation for most trainee positions; however, it was indicated by business management that an understanding of how advertising copy is prepared and the principles of selling techniques incorporated in them is helpful to the successful completion of a trainee program. Fifty per cent of the respondents indicated the importance of this subject preparation.

Business law. This subject category was especially popular as a requested preparation for junior-executives in banks and financial institutions. The independent business owner stressed the importance of business law with special emphasis on tax law and labor law. It was generally regarded as a vital subject area that requires specialization to be of specific help in the operation of a business. A knowledge of the terminology of law commonly used in business practice, however, is helpful. Fifty-three per cent of the respondents indicated the importance of this subject.

Business math. This subject area gained the favorable response of fifty-four per cent of all respondents. Business men keenly express the importance of the accuracy in working with numbers. Many business firms indicated that the know-

ledge of practical application of mathematics is prepared in the form of tables and schedules to be used by the workers.

Business correspondence. The response in this subject area indicated the importance of language arts in business. Most of the reports from businessmen pointed to the rapid increase in use of the business letter on all levels of executive departments. Business by mail today almost begets the same fast service that the telegram did a few decades ago because our various communication systems are well coordinated.

Businessmen are required to report to their central offices the many local business activities that affect their business, and because of this additional responsibility they place a high premium on the ability to communicate well. This subject area received sixty-eight of the responses made.

Effective speaking. Businessmen placed particular emphasis upon the need for effective speaking because of the growing awareness that a business needs good representation in its professional trade associations. It was also indicated by businessmen that effective speaking acquired by a trainee in junior-executive positions will gain added confidence that leads to faster advancement for the trainee. The art of effective communication, it was reported, is of primary importance to business managers in that it aids them in securing and maintaining group unity among the personnel.

This subject secured seventy-three per cent of the votes cast by the business managers.

Economics. This subject is of growing importance among businessmen because it helps them to understand and interpret the background movements that determine business policy. The forward looking junior-executive, businessmen say, needs to understand economic law and how it affects his particular business firm. This subject received thirty-nine per cent of the votes.

Office machines. Businessmen reported that the operation of office machines is principally delegated to the routine workers and is not essential in the necessary preparation of junior-executives. Executives of financial institutions, however, pointed out the increasing effects of automation upon routine office procedures and the importance of future executives developing more skills in the operation of machines. Forty per cent of the votes were given to this subject.

Retail merchandising. Retailers and wholesalers reported that adequate business policies are based upon accurate and complete information, not upon hunches or guesswork. To obtain such information, careful analyses should be made of the objectives of the business, the methods under which it is proposed to operate, possible alternative



policies, and potential results. With this knowledge available in proper form, actual formulation of policies may proceed. The future executive in retailing and in wholesaling will need to be a highly trained person to cope with the increasingly difficult problem of competition. It was reported by these business representatives that each business establishment is "unique" and needs to be studied with an individual approach. Forty-three per cent of the respondents indicated the importance of this subject.

Salesmanship. Salesmanship was considered by most respondents to be basic to all business dealings. They recognize that almost everyone in business uses certain principles of salesmanship in his or her everyday work. Salesmanship, in the broad sense, is the art of influencing others, and everyone practices this art in one way or another constantly. This subject received one of the highest number of votes as "essential to preparation" for the junior-executive. It was generally assumed by businessmen that trainees must learn to understand and practice the techniques of good selling. Fifty-two per cent of the respondents considered selling important.

Typing. The high vote for this subject by businessmen indicated some of the skills demanded by general business. The typewriter has become a fixture in most offices. This subject gained fifty-eight of the favorable responses.

Human relations. One of the highest frequencies indicated by businessmen was in the subject area of human relations. This subject area was indicated by sixty-three per cent of the respondents to be important preparation for junior-executives. It was clearly stated by businessmen that the complex interrelationships of human factors in modern business establishments requires a basic knowledge of how to get along with people if you wish to hold your job. Likewise, much emphasis was placed on the importance of personality development.

Psychology. The knowledge of the principles and practices of psychology was indicated by the businessmen as being of important preparation for junior-executives. Importance was placed upon the use of psychology in the selling of goods and ideas and in the art of getting along with people.

Dramatics and art. This subject was popular with the executives in the merchandise display and advertising departments. Because it represents a specialized skill, only fifteen per cent of the respondents indicated the importance of this subject.

Others. An unclassified group of subject matter preparation received five per cent of the votes cast.

Subjects such as foreign language (Spanish), chemistry, engineering, and penmanship were indicated as being of primary and secondary importance.

Chart V projects the first, second, third, and fourth choices for educational achievement by the candidates for executive-trainee positions with firms in the City of Yakima. It was clearly evidenced by reporting respondents that the first choice for a junior-executive trainee needs to have a four year college education. Seventy-seven per cent of the respondents stressed the need for a college education as a requirement for the candidacy of a junior-executive. The rapid increase in college enrollments and the high number of college graduates available for employment makes this choice by the businessmen an easy one to make. Many of the business executives, though, placed great importance upon the need for college graduates to realize that hard work and the willingness to learn from job experience is still an essential ingredient for the successful completion of a trainee program. In the future, a college education will become increasingly important as a condition for employment.

Second choice as a group from which to elect junior-executives, the businessman reported, was the high school graduate who had completed his military obligations and who has had several years of successful employment experience. If the businessman cannot elect a trainee for his firm from

WHICH OF THE FOLLOWING APPLICANTS FOR A JUNIOR-EXECUTIVE  
TRAINEE POSITION WOULD YOU PREFER?

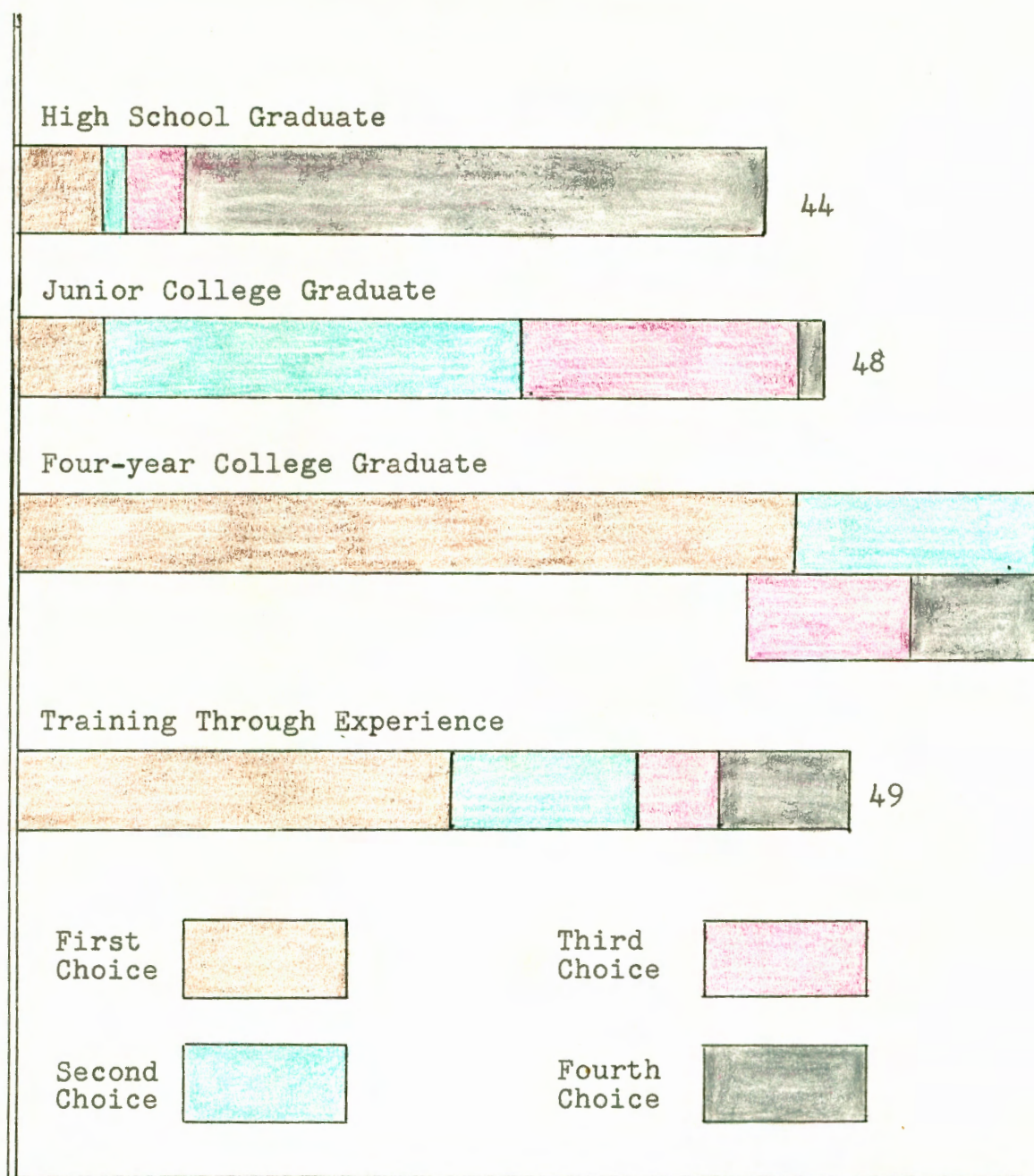


Chart 5. Projection of first, second, third, and fourth choices for educational achievement by candidates for executive-trainee positions with firms in the City of Yakima in 1959.

a four-year college graduate or a junior college graduate, he then prefers to seek his personnel from experience-trained applicants. Forty-nine per cent of the respondents elected the experience-trained person.

The third group from which the business executive elects junior-executive trainees is the junior college graduate, according to choices indicated by the respondents. This preference was granted the junior college student because of the insistence on the part of employers to consider college training essential as a condition of employment. Also, the additional maturity a junior college student has over the high school student is favorable to the employer. Forty-eight per cent of the businessmen elected the junior college graduate for trainee positions.

The fourth choice indicated as a group from which to select potential candidates for junior-executive training was the high school graduate who has not completed his military obligation. Forty-four per cent of the respondents indicated this preference.

Chart VI projects the age groups most frequently considered by Yakima business executives for junior-executive trainee positions. Fifty per cent of the respondents elected the 22 to 25-year age group. It was indicated by businessmen that most prospective candidates in this age group had completed their formal education and were more inclined to have

elected a career for specialization. This is an important consideration for the businessman in view of the high cost of training programs. Twenty-nine per cent of the respondents were favorable to the 26 to 30-year age group, and only six per cent elected the 18 to 21-year age group. "Other age groups" indicated by the returns allowed only four per cent to age groups less than eighteen years and more than thirty.

Chart VII projects the importance placed by businessmen on grades earned by high school and college graduates as a condition for employment in junior-executive positions in Yakima business firms.

Fifty per cent of the replies to this question in interviews placed importance on grades earned by students in high school and college. Grades in school were considered by businessmen to be the best measure of analytical ability and personality adjustment. It was readily added by the executive, however, that grades earned in school are not the only consideration to be given a potential candidate for training. The motivating factors in school and on the job play a vital role in the successful development of human accomplishment.



WHAT AGE GROUPS DO YOU CONSIDER FOR THE  
JUNIOR-EXECUTIVE TRAINEE POSITION



Chart 6. Projected age groups considered most frequently  
by Yakima business firms for junior-executive positions.

HOW IMPORTANT DO YOU CONSIDER THE APPLICANTS HIGH  
SCHOOL OR COLLEGE SCHOLASTIC ACHIEVEMENT RATING?

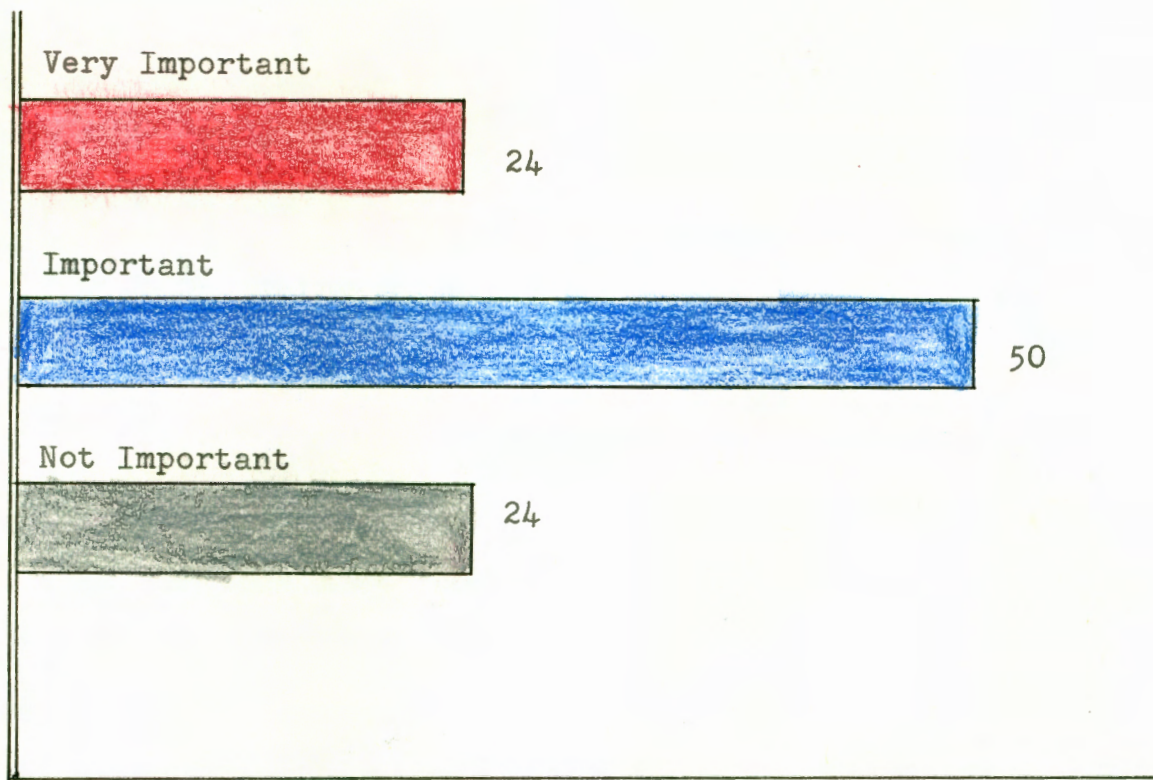


Chart 7. Projected importance placed upon grades earned by high school and college students who became candidates for trainee positions in Yakima.



## II. SUMMARY

The junior-executive trainee program has a favorable beginning among the business firms in the City of Yakima. Forty-two per cent of the business firms contacted during the interview now are operating under some form of a training program for their employees. This is encouraging for the future development of quality executives and gives assurance of high productivity in this business area. Many of the business firms, however, do not have a training program in operation and would welcome help from educational and civic organizations for further development of their potential executive personnel.

The Yakima Valley Junior College is in a most favorable position to extend its leadership in an effort to coordinate the facilities and professional personnel of both institutions to provide the training necessary to help youth meet the ever increasing demands of specialization.

## CHAPTER IV

### CONCLUSIONS AND IMPLICATIONS

In adapting programs of education to better serve the needs of the community, junior colleges should give serious consideration to the development and expansion of terminal, distributive, and junior-executive cooperative on-the-job training programs. The programs developed to supplement the high school training program should be so designed as to meet these guiding objectives:

1. To develop in the students fundamental skills, knowledge, and attitudes to enable them to successfully assume or progress in positions of responsibility as junior-executives or small business owners or managers.

2. To provide more incentive for students to enter or remain in the distribution field by offering a comprehensive training program which will lead to greater job satisfaction, increased earning power, and advancement in a worthwhile career.

3. To contribute to the general improvement and efficiency of marketing and merchandising in the field of distribution and thereby reduce the business losses and failures.

4. To engage the support of the merchandising firms of the community to help meet the needs in a changing society.

Terminal vocational education programs beyond the high school have been successful in junior colleges in other areas of the nation. There is reason to believe that the junior-executive training program can be further developed in Yakima, either as a part-time cooperative or evening program. Furthermore, there has been sufficient evidence that managers of the business occupations would welcome such a program.

Each part of a developed course should be an integral part of a long-range view to meet the needs of the community and individuals as experience dictates.

The part-time cooperative day programs developed in junior colleges should be organized on a two-year curriculum designed for high school graduates and other mature persons who could profit by the training. The first year should be devoted to broad business training plus related socio-economic information and trainee guidance to provide a foundation for the more specialized training for junior-executives in business firms the second year. Cooperative work-training for junior-executives in business firms should begin in the sophomore year when students have made a career decision and may then be more responsible in carrying out difficult on-the-job assignments. Students with vaguely defined objectives should not be placed in junior-executive positions that require a maximum degree of responsibility. The placement of students with vacillating objectives has been the reason given by many schools for the failure of the trainee program.

In many respects, the development of the part-time programs in junior colleges could be patterned after the procedure successfully employed in high school distributive education programs of the State, except that junior colleges should stress executive and managerial levels.

The work-training phase of the part-time cooperative programs should not be concentrated on retailing firms alone. The scope of manager-trainee should encompass the entire field of distribution in industry and in service businesses.

If the conference or institute method is employed in an evening program, care should be exercised that development be in line with the demands of the local business community. Courses should be offered as nearly as possible to those who are actually interested in becoming manager-trainees. Thus, each student in class will be able to participate more fully in the discussion of common problems.

Other considerations. The emphasis for executive training is a job for the entire school. The ability to get along well with others, the ability to lead, and the ability to do abstract thinking are pre-requisites for a successful executive. For most individuals working their way up, there comes a time when their success will no longer be based on their ability as salesmen, as accountants, as production men, or engineers. To go further, they must demonstrate additional abilities.

There is a need for an ability to get work done through others, to show others how to organize, to lead, to make others want to do things well. Another demand is for the ability to knit together the efforts of many individuals. This involves laying plans, assigning work, directing the doing of it, and seeing that the team produces results.

The specialist growing up needs to learn much about the other facets of the business. The research chemist who is being promoted into an executive position need not become expert in selling the enterprises' products. He does need to learn enough about the peculiar characteristics of the sales function to be able to understand the salesmen and to gain their confidence in his decisions.

In the higher levels of management, a man is expected to show not only a broad knowledge of his industry but of the world in which the enterprise operates. He must understand the customers, the workers, the bankers, the civic leaders, and the economic, political and social forces with which his enterprise must deal. He must understand the communities in which the company's plants are located; they may be scattered over the world.

Executives at all levels make decisions. To make decisions is one facet of management; to communicate ideas and policies to many is a difficult and arduous job. The individual who would rise to most executive ranks must be

helped to acquire the skills of abstract reasoning. He must be persuaded to think more comprehensively as well as more boldly. Generally, the executive-to-be must possess the following qualities of personality:

- a. He must have ability to train others.
- b. He must rely on facts more than his experience.
- c. He must have an insatiable curiosity for knowledge.
- d. He must manage his time wisely.

The junior college can help in the process of selecting and inspiring potential executive candidates. We belong to one common body of world experience, and each member of world experience can and must provide his bit toward opening the windows of light in others to gain the happiness and creative joy in themselves.

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**APPENDIXES**

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## APPENDIX A

### A MESSAGE FROM THE PRESIDENT OF A LARGE DEPARTMENT MERCHANDISING FIRM TO HIS JUNIOR-EXECUTIVE TRAINEES

I wish it were possible for me to talk face to face to each executive training group and to convey to you my personal enthusiasm and high hopes for each of you who have been offered this opportunity to embark upon a program of training, study and work in retailing.

You have apparently decided that you desire for yourself a career in retailing. I applaud your judgment. For those who have the ability and the will to succeed, I know of no industry or endeavor that has more to offer in terms of satisfaction and interest of work, and in material compensation as well.

Retailing is not an easy business in terms of its demands on the individual for intensive work. Retailing is not a complex activity. Each individual detail is simple. The requirement of doing well very many simple operations is quite strenuous, and therefore, I place emphasis on the willingness and desire to work intensively as the keystone of success. As this course of training unfolds itself to you, I am sure you will recognize more and more clearly why I stress this point.

You have been employed by a store which is a unit of many stores. This store today is the largest department

store company in the world. Just as I know that retailing has much to offer an individual who has the qualities to succeed in it, I am even more certain that this store offers opportunities unique within the retail field. This company is young. This company has equal opportunities for all, and any one of you hearing these words can, and I hope one of you will, be the President of this company some day.

This company, above all, is willing and anxious to reward merit, and to develop its own executives by providing to those employees who have the capacity to excel, the training and opportunity to prove their worth. This company is a great company. It can be a much greater one. It can be as great as we who are operating it today and you who should be operating it tomorrow can make it.

More than 22,000 stockholders have invested many millions of dollars of their hard-earned savings to give us the opportunity to prove our abilities as managers of this business. When I think of it in those terms, I personally am very humble and very grateful. I hope I am succeeding in conveying to you my personal feelings about this company and that you adopt them as your own.

You are not going to be an important store executive of the future just because you are in this room today. You will not necessarily be employed by this store in any capacity just because you are here today. You may not even

complete this training course which you are starting today. No assurances are made to you, no golden promises held out.

All you have before you is opportunity. Opportunity to work for your store and for this company; opportunity to work for a company that wants its people to develop and which offers to them the combined product of its best brains and its best experience in the form of this training program.

That is all you have here--the opportunity of a lifetime. What you do with it is in your hands and your brains.

On the letterhead of the general policy letters which I send periodically to the Managing Directors of this company there is a slogan. Heed it well. It expresses all that I could say to you in many, many more words than I have already used or could now think of to say on this occasion:

To LOOK is one thing.

To SEE what you look at is another.

To UNDERSTAND what you see is a third.

To LEARN from what you understand is still something else.

But to ACT on what you learn is all that really matters,

isn't it?

On behalf of all the executives of this company, I welcome you to this Executive Training Course and wish you good luck for your future.

## APPENDIX B

## BASIC QUALIFICATIONS OF AN EXECUTIVE

The trainee is asked to rate himself on the 10 attributes of an executive.

- A Equals above average
- B Equals average
- C Equals below average

- 1 - DRIVE  
Desire of achievement for achievement's sake  
Ability to swing into action when it is called for  
Ability to be a self-starter
- 2 - BROAD INTERESTS  
Adaptability to new methods, new procedures, change
- 3 - ABILITY TO ORGANIZE  
Ability to delegate responsibility  
Effective use of skills  
Ability to set up smooth-running systems
- 4 - ABILITY TO RISE TO CHALLENGES  
Ability to handle big decisions  
Ability to do something you were not hired for
- 5 - SELF-RELIANCE AND INNER SECURITY  
Not blind optimism but actual, realistic, self-reliance
- 6 - ABILITY TO BE REALISTIC  
Recognizing the necessity for realism rather than wishful thinking
- 7 - INTELLIGENT USE OF TIME  
Ability to allocate time for the necessities of the day
- 8 - STAMINA  
Physical fitness
- 9 - ORIGINALITY  
Ideas, the ability to be ahead of the times
- 10 - KNOWLEDGE  
Experience and the ability to learn from the experiences of others

SCORE COLUMNS	

(Taken from the training manuals of Yakima business firms).

## APPENDIX C

## A SIX MONTH TRAINING SCHEDULE

On-The-Job Training Schedule for a Commercial Bank: First Month

1. Assist in verifying night depository bags. 1 hour each morning  
  
Trainee learns to handle cash. Also, he can be used to advantage, since the dual custody of night bags requires much man power. He should understand and be able to explain this service later on when meeting the public.
2. Process incoming mail deposits. 1 hour each morning  
  
Mainly to become familiar with this service to our customers, and to be able to explain its advantages.
3. Assist bookkeeper examining checks for dates and endorsements. 1 hour per day for one week  
  
Review with instructor reasons for return. 1½ hrs. at instructor's desk after first week
4. Assist savings teller.  
  
Spend as much time as possible during the first month working with savings teller. Trainee waits on customer, with experienced teller watching, except on difficult transactions or when a line forms. Then, experienced teller takes over, and trainee observes.
5. Assist in Posting Christmas Club and School Saving Accounts.
6. Practice on spare desk adding machine. 1 hour each day at odd times to fill in schedule  
  
If not familiar with adding machine, experienced operator should demonstrate proper techniques. Trainee will use machines for years, and should be accurate and fast.

7. End-of-the-Month-Work.

First month, trainee should assist experienced employee in counting checks, and completing end-of-the-month section.

Explain: last verification - counting signatures-altered sheets to be held out and made over - statement of cancelled checks for many depositors main contact with bank, and they judge us by this monthly report.

## 8. In addition to the above, the following visits could be included during the first month. Do not plan more than one visit per day. Instructor should conduct these visits:

- |  |                                 |
|--|---------------------------------|
| A. <u>Visit Addressograph Department.</u>  | 30 minutes                      |
| Explain and demonstrate grapho-type machine and addressograph machine, and their application to our records.   |                                 |
| B. <u>Check Filing Department.</u>   | 10 minutes                      |
| Explain procedure.   |                                 |
| C. <u>Explain Lobby Desks.</u>   | 10 minutes                      |
| Who keeps them in order--supplies on hand--depositor's first impression of bank.   |                                 |
| D. <u>Waste Paper Retention, Examination, Destruction.</u>   | 10 minutes                      |
| E. <u>Visit Proof Department.</u>  | 1 hour for one day              |
| Explain various items, channels into I.B.M. compartments. Explain operation of machine. Examination of items: House Items, Clearings, Remits, Generals, Cash Tickets, Etc. |                                 |
|  | 30 minutes at supervisor's desk |

SECOND MONTH

1. Assist paying and receiving teller.

Same as in savings during first month, for as much time as possible during second month.

2. Continue adding machine practice.
3. Continue with end-of-the-month work.

at odd times  
to fill in  
schedule

Now assigning section to trainee.

4. Continue with first month projects at convenience of bank.

During second month, consider observing the following:

- A. Observe computation of service charges.

30 minutes

Discuss computation of service charges with supervisor at his desk, considering measured service charge, O.D. charge, N.S.F. charge, sale of special checking accounts.

1 hour at  
supervisor's  
desk

Be able to explain and justify charges.

- B. Discuss accepting stop payment orders.

30 minutes in  
department, and  
with supervisor  
at his desk.

- C. Visit Statement Department.

Delivering cancelled checks.  
Request for balance.  
What information can be given out and to whom.  
What to refer to officer.  
Confidential nature of our work.

1 hour in dept.  
and with supervisor at his desk

- D. "E" Bonds.

Issuing and Cashing.

1 hour at bond  
cage, and at  
supervisor's  
desk.



THIRD MONTH

1. Visit Installment Loan Department. half day for one month

Observe teller work - loan sections.  
Apply the mail payments to loan cards.  
Observe teller and assist teller waiting on installment loan window. Assist on installment loan proof night.

2. Continue end-of-the-month work and adding machine practice.

3. Continue former projects at convenience of bank.

Consider observing:

- A. Withholding Tax Deposits. 30 min. at supervisor's desk.

Value to bank - service to customer. Prepared to explain this service and solicit it from customers later.

- B. Observe New Accounts Department and forms used. 2 hrs. per day for 1 week

Discuss different types of deposit accounts.  
Forms and supplies.  
Christmas Clubs.  
Advertising folders.  
Lobby Posting.

- C. Observe Collection Department. 2 hrs. per day for 1 week

Visit and work with collection teller.  
Observe type of items sent for collection, collection channels, collections routed to correspondents, collection charges, special instructions, code book, forms, ticklers, tracers.

- D. Observe Exchange Department. 2 hrs. one day

Visit and work with teller.  
Discuss -  
Manager's Checks  
Certified Checks  
Register Checks  
Drafts  
Travelers Checks

FOURTH MONTH

1. Work on General Ledger with general ledger bookkeeper, posting under supervision. half day,  
one month
2. Continue with other projects at bank's convenience.

Also observe:

- A. Destruction Schedule. 20 min. at supervisor's desk  
Retention and destruction of records.
- B. Stock Room. 20 min. in stock room and at supervisor's desk  
Forms listed by department symbols.
- C. Discuss numbered forms, their custody. 10 min. in stock room and at supervisor's desk

FIFTH MONTH

Trainee could start full time in I.C.L. Department or Real Estate Department.

## APPENDIX D

This is a summary of selling suggestions for trainees taken from the training manuals of Yakima business firms.

## SELLING SUGGESTIONS FOR THE TRAINEE

Since every promise made by you represents a promise of the store, make sure that it can be fulfilled BEFORE you give your word to the customer. Always follow through and KEEP PROMISES when made.

## DO'S AND DON'TS FOR SALESPeOPLE

1. Put on thy BEST FACE. A well-groomed appearance gives the customer confidence in you as a salesperson. Wear appropriate clothing, comfortable shoes. Select a modest make-up. Make sure your hair is neat and becoming. Have nails well manicured; avoid heavy perfumes.
2. Approach thy customer with a SMILE. Approach a potential customer with a pleasant offer of help. Let her know you are really interested in serving her. A bored or preoccupied expression offends. Gossiping, complaining or personal conversation is superfluous.
3. Know thy MERCHANDISE. Be familiar with the stock in your department; keep merchandise in good condition. Display prominently latest fashion additions. Be able to tell your customers all selling points in fashion, fabric, and care of garments. Knowing the answers frequently means the sale.
4. Don't be FALSE to any. Never salestalk your customer into buying if the garment is not flattering to her. Don't pay false compliments. Remember, she'll get someone else's opinion the moment she gets home, so cut down the returns by doing your best to suit the first time.
5. Never argue with a WOMAN. If she insists on a garment you feel could not become her, take it, plus others of your choice so she can compare them in the dressing room. Quote fashion authorities so she does not feel your suggestions are personal criticism of her taste.

6. Love thy neighboring DEPARTMENTS. The dress you sell may go with a coat or bag or shoes in the next department. By suggesting it, you are developing a steady customer who will depend upon you and your store for her needs.
7. Be GRACIOUS about complaints. If the customer has a legitimate return or complaint, give her the same attention you would if she were purchasing an item instead of returning it. Courtesy and reliability are the keynotes of a dependable business.
8. KNOW thy customer. Keep a record book. When new merchandise comes in, phone your best customers and invite them to see it. This is a flattering and profitable method of keeping in touch with your good customers.
9. NEVER put a price on a person's appearance. Whether you are selling fashions or volume goods, never insinuate that the price might be above her means.

## APPENDIX E

## THE INTERVIEW SCHEDULE USED

The purpose of this interview schedule is to determine the status of, the skills necessary, and the positions open to junior-executive trainees among business firms within the City of Yakima.

1. Do you have a junior-executive trainee program for your employees? Can you submit a sample copy of your program? Yes ☐ No ☐
2. Which of the following positions are filled by junior-executive trainee personnel in your business?

	<u>Total Positions</u>	<u>Number by sex</u>		<u>Positions filled by tr. this year</u>
		<u>M</u>	<u>F</u>	
Sales Superv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buyers or Dept. Hds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising Dir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What age groups do you consider for the junior-executive trainee position?

18-21 ☐ 22-25 ☐ 26-30 ☐ Others ☐

4. How many years are necessary to complete the trainee program in your business before an applicant can advance to a higher position?

2 years ☐ 3 years ☐ 5 years ☐ Longer ☐

5. Which of the following applicants for a junior-executive trainee position would you prefer? (Mark according to preference)

High school graduate ☐  
 Junior college graduate ☐  
 Four-year college graduate ☐  
 Training through experience ☐

6. How important do you consider the applicants high school or college scholastic achievement rating?

Very important ☐ Important ☐ Not important ☐

7. Which of these areas of instruction do you believe should be included in the preparation of students on the junior college level who wish to become candidates for a junior-executive trainee program?

	<u>Primary Preparation</u>	<u>Secondary Preparation</u>
Accounting	<input type="checkbox"/>	<input type="checkbox"/>
Advertising	<input type="checkbox"/>	<input type="checkbox"/>
Business Law	<input type="checkbox"/>	<input type="checkbox"/>
Business Math	<input type="checkbox"/>	<input type="checkbox"/>
Business Correspondence	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>
Office Machines	<input type="checkbox"/>	<input type="checkbox"/>
Effective Speaking	<input type="checkbox"/>	<input type="checkbox"/>
Retail Merchandising	<input type="checkbox"/>	<input type="checkbox"/>
Salesmanship	<input type="checkbox"/>	<input type="checkbox"/>
Typing	<input type="checkbox"/>	<input type="checkbox"/>
Human Relations	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>
Dramatics and Art	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX F

## INTERESTING COMMENTS

Most of the employers interviewed in the study made some voluntary comments about the trainee program or about the personnel in trainee programs. Here are some of the comments:

There is a definite need for such a program, especially in the small business where work is likely to encompass a great variety of duties and responsibilities. We want people either with previous experience or with sufficient education so that only a minimum of training is required for the job.

-Insurance Agency

We need people with ideas and information.

-Appliance Dealer

All men are hand picked for training. They work in all departments of our plant. A college education is a pre-requisite.

-Automotive Rubber Co.

The trainee program is fair to all my employees. This plan works out very well.

-Chemical Firm

A trainee must have special qualities in order to advance rapidly.

-Realtor Agency

I like to have my trainees work their way up the ranks. A college education is an advantage if it is combined with hard work.

-Freight Handler

We wish our trainees to be of good appearance and to be able to meet people easily.

-Food Store

General good appearance and the ability to get along with people is a pre-requisite.

-Drug Firm